



PPIC

PUBLIC POLICY
INSTITUTE OF CALIFORNIA

25 YEARS

Common Core State Standards in California

Evaluating Local Implementation and Student Outcomes

Technical Appendices

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Appendix A. Data and Sample

Data Sources

Our primary source is the publicly available data from the California Department of Education. We constructed a school level panel from the 2007–08 to 2017–18 school years. The sample includes detailed information on school enrollment, student demographics, student educational needs (e.g., free/reduce price lunch status, English learner status), teacher and principal qualifications (e.g., years of experience, highest educational degree, new to district), and student outcomes (Table 1).

TABLE 1
Description of dependent variables (student outcomes)

Outcomes	Grades available	Years available
% students proficient or above on SBAC math	Grades 3–8	2014–15 to 2017–18
% students proficient or above on SBAC ELA	Grades 3–8	2014–15 to 2017–18
% high school graduates completing a–g	High school	2007–08 to 2017–18
% 12 th graders graduating from high school	High school	2007–08 to 2017–18
% 10–12 th graders took AP exams	High school	2007–08 to 2017–18
AP passing rate	High school	2007–08 to 2017–18
% 12 th graders took SAT	High school	2007–08 to 2017–18

SOURCES: California Department of Education, 2007–08 to 2017–18.

NOTES: High school juniors are required to take the SBAC math and ELA tests. However, given that the accountability has no teeth in California, the compliance rate is not very high. Using available testing data may therefore represent a selection issue, although the direction of bias is not clear. Common wisdoms suggest that low-performing schools may have a lower take-up rate, but there is also evidence suggesting that high performing districts such as Palo Alto Unified and Fremont Union High experience the same issue. In 2017, less than 20 percent of high school juniors in Palo Alto Unified took the SBAC (Palo Alto Online, 2017).

A descriptive summary of student, teacher, and principal characteristics are included in Table 2. Generally speaking, California enrolls more non-white, low-income students, and students with educational needs. Today, a majority of the students in California public schools are non-white and low-income (as measured by eligibility for free or reduced-price lunch). A quarter are English Learners, which is much higher than the national average (9.6 percent) (NCES, 2018). Forty percent of teachers hold a master degree or higher, which is considerably lower than the national average (57 percent). Average teacher experience (14) is roughly on par with the national average but slightly more California teachers are novice teachers, who tend to be less effective than experienced ones (NCES, 2018). Average high school graduation rate is 86 percent, which is comparable to the national average. Students generally perform worse in math than ELA.

TABLE 2

Descriptive summary of school characteristics, 2007–08 to 2017–18

	Mean	SD
Proportion of students who are...		
Asian	0.08	0.13
Latino	0.50	0.292
African American	0.08	0.115
White	0.30	0.258
Female	0.47	0.0843
free/reduced price lunch eligible	0.59	0.296
English learners	0.25	0.198
Student enrollment	616	559.2
Proportion of schools adopted CCSS aligned textbooks		
Elementary grades, ELA	0.16	0.364
Middle school grades, ELA	0.18	0.381
High school grades, ELA	0.21	0.41
Elementary grades, Math	0.20	0.402
Middle school grades, Math	0.23	0.419
High school grades, Math	0.19	0.393
Teacher teaching experience	13.84	4.673
novice teachers (expr <3)	0.13	0.152
Teacher experience in current district	11.72	4.836
teachers new to district	0.12	0.17
teachers with master plus	0.40	0.228
Principal years in district	13.52	9.239
Principal new to district	0.07	0.259
principals with master plus	0.82	0.381
Proportion of students at or above proficiency...		
Grade 3, ELA	0.42	0.209
Grade 3, math	0.45	0.215
Grade 4, ELA	0.43	0.21
Grade 4, math	0.38	0.218
Grade 5, ELA	0.46	0.207
Grade 5, math	0.32	0.215
Grade 6, ELA	0.45	0.203
Grade 6, math	0.34	0.205
Grade 7, ELA	0.46	0.206
Grade 7, math	0.34	0.207
Grade 8, ELA	0.46	0.206
Grade 8, math	0.33	0.213

	Mean	SD
AP exams with passing grade	0.48	0.212
share of students enrolled in AP (grades 10–12)	0.17	0.166
share of students took SAT (grades 12)	0.41	0.308
high school graduates completing a–g requirements	0.25	0.287
high school graduation rate	0.86	0.224
N of schools	13220	

SOURCES: California Department of Education, 2007–08 to 2017–18.

NOTE: Teacher and principal characteristics are not available prior to 2012–13.

CCSS textbook adoption

Our treatment variable is whether or not a school has adopted CCSS aligned textbooks in a given subject-year combination. Per the *Williams Act*, all Californian schools are required to report their textbook titles and years of adoption in their annual School Accountability Report Cards (SARCs). We wrote a Python script to download all SARCs files posted on the CDE’s website (N=7,141). These SARC files represent 741 districts, serving 93 percent of the K–12 student population. Since these files are all pdfs, we then use Natural Language Processing Tools (NLPT) to extract texts, parse strings, and perform key word searches for textbook titles and years. Less than 8 percent of districts seem to have inconsistent adoption years—possibly due to reporting errors, or independent/direct-funded charter schools that have the authority to choose their own textbooks—so we dropped those districts. We also dropped districts that did not report any textbook information. Districts in our final sample (N=751) in total serve 75–80 percent of the entire K–12 student population. Textbooks are a central feature of classroom instruction, determining whether students have access to CCSS aligned contents. While some of them may not be truly aligned with CCSS (Cogan, Burroughs, and Schmidt, 2015), as our survey shows it correlates well with changes in other areas such as curriculum and local assessments. It also is the only information that we can easily and reliably obtain from a statewide perspective.

Because districts purchase their textbooks every six years, those with purchasing cycles ending close to the state’s adoption may be more likely to adopt CCSS textbooks. The state’s timeline is largely exogenous, as it was delayed due to legislative reasons. Table 3 shows the characteristics of adopters in elementary school math. We do not find any consistent patterns. Compared with districts that adopted textbooks in 2015, districts that adopted earlier in 2014 have fewer low-income students and English learners, but they also have fewer teachers with a master’s degree (or higher) and lower test scores.

TABLE 3
Summary statistics of textbook adopters, elementary school, math

	2011	2012	2013	2014	2015	2016	2017
Asian	1%	10%	7%	8%	7%	7%	6%
Latino	60%	47%	58%	51%	59%	47%	54%
African American	6%	27%	6%	7%	7%	5%	5%
White	29%	9%	22%	27%	22%	33%	28%
Female	43%	48%	47%	47%	48%	48%	48%
Free/reduced lunch	74%	71%	65%	58%	66%	52%	58%
English learners	34%	31%	27%	23%	26%	22%	24%
Average teaching experience			13	14	14	14	14
% novice teachers			13%	12%	13%	14%	14%
% teachers new to district			13%	12%	12%	15%	17%
% w/ master or plus			40%	36%	41%	40%	46%
% at or above proficient, SBAC ELA, grade 3				37%	40%	46%	45%
% at or above proficient, SBAC math, grade 3				39%	43%	48%	47%
% at or above proficient, SBAC ELA, grade 4				38%	42%	48%	47%
% at or above proficient, SBAC math, grade 4				33%	36%	43%	42%
% at or above proficient, SBAC ELA, grade 5				43%	46%	49%	48%
% at or above proficient, SBAC math, grade 5				27%	30%	36%	35%
N schools	11	154	202	1,473	3,302	866	485

SOURCE: California Department of Education, 2014–15 to 2017–18

NOTE: Results for other subject and schools are available upon request.

Appendix B. Difference-in-difference method

Let i, s, t indicate school, district, and year, our main model takes the following form:

$$Y_{ist} = \gamma_i + \lambda_t + \beta M_{st} + X_{ist}\delta + \varepsilon_{ist} \quad (1)$$

Where Y_{ist} are student outcomes such as proficiency rates in SBAC math and ELA (grades 3–8), high school graduation rate, a–g completion rate, AP participation rate, AP passing rate, and SAT participation rate; γ_i and λ_t are school and year fixed effects. We include school fixed effects because even though districts decide on specific textbooks, schools have considerable influence over how the textbooks are used in classrooms. X_{ist} are time-varying school level characteristics that include student demographics (e.g, % Latino, % African American, % Asian), low-income status (% students eligible for free/reduce price lunch), and education needs (% English learners). As an alternative specification, we also include teacher and principal characteristics (average years of teaching experience, average years of experience in current district, % with a master degree or higher, % novice teachers. Given that staffing data is not available prior to 2012–13, which reduces our sample size by nearly half, we do not include staffing in our main analyses. M_{st} is our treatment indicating whether a district has adopted CCSS aligned textbooks at time t . The parameter of interest is β , which measures the effects of CCSS on student outcomes.

We run equation (1) separately for elementary, middle and high schools. Since our high school outcomes are not subject specific, M_{st} measures whether or not a district has chosen any CCSS textbooks at time t . In elementary and middle schools, students are tested annually in grades 3–8, so we pool all grades g together and estimate the following modified equation:

$$Y_{igst} = \eta_g + \gamma_i + \lambda_t + \beta M_{gst} + X_{ist}\delta + \varepsilon_{igst} \quad (2)$$

Equation (2) is run separately for math and ELA. Table 1 summarizes the results by running equation (1) separately for each grade/subject combination. The results are quite similar to the pooled regression using equation (2).

TABLE 1

Effects of CCSS adoption on SBAC proficiency levels, by subject and grade, 2014–15 – 2017–18

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Pooled ES	Pooled MS
Panel A: Math								
CCSS adoption, ES	0.4574 (0.5345)	1.0234** (0.4688)	0.1358 (0.4769)				0.545 (0.346)	
CCSS adoption, MS				0.3085 (0.5240)	0.6518 (0.4220)	0.9760* (0.5580)		0.596* (0.321)
Observations	14,411	14,387	14,398	9,702	5,259	5,320	43,176	20,203
R-squared	0.900	0.912	0.918	0.913	0.934	0.926	0.877	0.895

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Pooled ES	Pooled MS
<i>Panel B: ELA</i>								
CCSS adoption, ES	1.6871*** (0.3807)	1.3734*** (0.3752)	0.9683*** (0.3490)				1.345*** (0.252)	
CCSS adoption, MS				1.1864*** (0.3976)	0.7785 (0.5196)	0.8579 (0.5918)		0.953*** (0.308)
Observations	15,227	15,210	15,197	9,592	5,167	5,225	45,618	19,906
R-squared	0.908	0.910	0.906	0.904	0.923	0.916	0.877	0.889

SOURCES: Authors' calculations

NOTES: The dependent variables are % students at or above proficiency levels in each grade-subject combination.

*** p<0.01, ** p<0.05, * p<0.1

To test for selection on observables, e.g., whether adoption districts are systematic from non-adoption districts, we use demographic characteristics as dependent variables in equation (2) and the results are summarized in Table 2.

TABLE 2

Selection on observables: CCSS effects on school characteristics

	% FRPM	% Latino	% FRPM	% Latino	% FRPM	% Latino
CCSS adoption, ES	0.0016 (0.0115)	-0.0028 (0.0043)				
CCSS adoption, MS			-0.0015 (0.0081)	0.0032 (0.0033)		
CCSS adoption, HS					0.0078 (0.0112)	-0.0020 (0.0044)
Observations	10,602	10,602	11,018	11,018	13,298	13,298
R-squared	0.750	0.911	0.756	0.910	0.771	0.906

SOURCES: Authors' calculations

NOTES: *** p<0.01, ** p<0.05, * p<0.1

In both equations (1) and (2), the identifying assumption hinges on the identical counterfactual trends in the adopting and non-adopting districts. One way to test for this assumption is to allow for m lags (pre-treatment) and q leads (post-treatment) of the treatment:

$$Y_{ist} = \gamma_i + \gamma_t + \sum_{j=-m}^q \beta_j D_{st}(t = k + j) + X_{ist}\delta + \varepsilon_{ist} \quad (3)$$

A test of the parallel trend assumption is $\beta_j = 0, \forall j < 0$, i.e., all lags of the treatment should be zero. Since in many districts textbook adoption did not happen until very recent years, we do not include leads in the equation. For elementary and middle schools, since SBAC testing was first administered in 2014–15, we include a single one-year lag; for high schools we include three years prior to the treatment. The results are included in Table 3. Because CCSS implementation is continuous process, districts may have engaged in other types of implementation activities before textbook adoption. For instance, they may be providing professional development to teachers and administrators; they may also have decided on their new math course models. This suggests that the lags may pick up the gradual effects of CCSS implementation, especially when it gets to the year of (textbook) adoption.

TABLE 3
CCSS effects on student outcomes, with lags

	Elementary grades		Middle school grades		High school outcomes				
	% proficient, ELA	% proficient, math	% proficient, ELA	% proficient, math	AG	HS graduation	AP participation	AP passing rate	SAT participation
CCSS adoption	1.829***	-0.431	1.297***	0.224	-0.0772	-0.2919	1.1518	0.6179	0.3656
	(0.343)	(0.635)	(0.482)	(0.590)	(2.2102)	(1.2480)	(0.7841)	(0.7877)	(2.1560)
3 years prior to adoption					-0.2579	-0.8204	0.6553	-0.0383	-0.0532
					(0.7170)	(1.2363)	(0.5433)	(0.6099)	(1.5246)
2 years prior to adoption					-1.1724	0.3665	0.5452	-0.0209	-1.7184
					(1.0550)	(0.9990)	(0.6126)	(0.7100)	(2.3784)
1 year prior to adoption	0.623**	-1.032**	0.440	-0.418	-1.6146	-0.6652	1.4041*	0.0904	-1.0893
	(0.262)	(0.451)	(0.317)	(0.505)	(1.0015)	(1.3465)	(0.8185)	(0.7933)	(1.9123)
Observations	45618	43176	19906	20203	13,775	12,035	10,201	8,130	10,174
R-squared	0.877	0.877	0.889	0.895	0.849	0.782	0.892	0.891	0.591

SOURCE: Authors' calculations.

NOTES: In elementary and middle schools, the dependent variables are % students at or above proficiency levels in each grade-subject combination. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Another way to test for the parallel trend assumption is to include X as a dependent variable. If the assumption holds, CCSS should not have any effects on school characteristics. Table 3 summarizes the results using free/reduced lunch and % Latino students as dependent variables, and as expected, CCSS effects are insignificant in all cases.

As an alternative specification, we include lagged/past outcomes to test for any selection on past outcomes:

$$Y_{ist} = \alpha + \theta Y_{it-h} + \lambda_t + \beta M_{st} + X_{ist} \delta + \varepsilon_{ist} \quad (4)$$

If equation (1) is correctly specified, then our estimates using different pre-treatment outcomes Y_{it-h} should yield similar estimates. Calculating all of the possible estimates and comparing their values therefore provides a test of the selection issue. Since we only have four years of SBAC data, we do not do so for elementary or middle schools. For high schools, we choose five different baselines and the estimates of CCSS effects are quite similar in most of the cases (Table 4).

TABLE 4
CCSS effects on high school outcomes, using different baseline outcomes

	ag completion	HS graduation	AP enroll	AP pass	SAT enroll
Using lagged outcome in year n-1	-0.1068 (0.3637)	0.0010 (0.3383)	-0.4999* (0.2557)	0.2131 (0.2552)	-1.1186 (0.7236)
Using lagged outcome in year n-2	0.4000 (0.6572)	-0.2661 (0.4686)	-0.4683 (0.2956)	0.4358 (0.4430)	-0.5881 (1.2013)
Using lagged outcome in year n-3	0.5111 (0.9798)	-0.3187 (0.6279)	-0.4834 (0.4001)	0.4374 (0.5571)	-0.5100 (1.3291)
Using lagged outcome in year n-4	1.0232 (1.2083)	-0.3039 (0.6875)	-0.7334 (0.4704)	0.5189 (0.6554)	-0.5667 (1.5221)
Using lagged outcome in year n-5	1.3402 (1.6931)	-0.1212 (0.8018)	-1.0870* (0.5551)	0.9563 (0.6845)	-0.4062 (1.6059)

SOURCE: Authors' calculations.

NOTES: *** p<0.01, ** p<0.05, * p<0.1

Since CCSS should not, theoretically, affect student attendance, we use suspension rate as the placebo outcome and estimate the DiD using equation (1). Our treatment measures include whether a district has adopted CCSS aligned textbooks (in either math or ELA) at time t . As shown in Table 5, none of the CCSS effects are significant.

TABLE 5
CCSS effects on student suspension (placebo outcome)

	(1)	(2)	(3)
	ES	MS	HS
CCSS adoption	0.0005 (0.0013)	0.0018 (0.0013)	0.0010 (0.0017)
Observations	43,328	42,457	35,637
R-squared	0.841	0.830	0.838

SOURCES: Authors' calculations

NOTES: *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

TABLE 6
Effects of CCSS on high school outcomes, by math pathways

School characteristics	a-g completion	high school graduation	% enrolled in AP	% passing AP	% taking SAT
Overall	0.9427	0.1565	0.1035	0.5947	1.6521
Schools w/ traditional pathways	2.7569	0.2401	0.8375**	0.5741	2.9984
Schools w/ integrated pathways	-0.9248	0.5542	-0.3354	0.6982	-0.3050

SOURCE: California Department of Education, 2014–15 to 2017–18

NOTE: The numbers are the coefficients of CCSS adoption estimated using equation (1) in Appendix B. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

We also consider scale scores gains (normalizing to statewide mean and standard deviation) and the results are overall quite similar. The main difference is that the effect for middle school ELA is no longer significant—we seem to have less power in middle schools with larger standard errors, although the math effect is now significant. The results are included in Table 7. Subgroup effects are quite similar to the one using proficiency rates.

TABLE 7
CCSS effects, with scaled scores

	(1)	(2)	(3)	(4)
CCSS Adoption: ELA (ES)	0.0722*** (0.0194)			
CCSS Adoption: ELA (MS)		0.0489 (0.0349)		
CCSS Adoption: Math (ES)			0.0363** (0.0176)	
CCSS Adoption: Math (MS)				0.0505 (0.0429)
Observations	45618	19906	43176	20203
R-squared	0.793	0.517	0.730	0.595

SOURCE: California Department of Education (2014–15 to 2017–18) and authors' calculations

NOTES: The numbers are the coefficients of CCSS adoption estimated using equation (1), with scale scores in standard deviation units as the dependent variable. *** p<0.01, ** p<0.05, * p<0.1

Appendix C. PPIC Common Core Implementation Survey

Survey Design

We launched a statewide survey at the beginning of 2019 to collect information about districts' implementation process. We identified the main topics (e.g., curriculum, instructional materials) through literature reviews and conversations with state and local stakeholders including the California Department of Education, County Superintendents Educational Services Association (CSESA), district superintendents, directors of curriculum and instructions, and teachers. We then drafted our survey borrowing questions from existing surveys and polls. Since these polls are conducted by professional firms who field tested their surveys, we can be assured that our questions are well worded and free of ambiguities. We relied heavily on the feedback and input from the PPIC statewide survey team, who has decades of experiences conducting quality polls. We then shared the survey with district and state policymakers to solicit feedback. The survey was field tested at the STEAM symposium organized by the California Department of Education and fully launched in January 2019. We emailed the surveys to all district superintendents and school principals, whose contact information is available in the Public School Database file. Several stakeholders including CDE, CSESA, and the California School Boards Association have also shared our survey via their listservs/networks.

Our survey covers key aspects of CCSS implementation, from the development and adoption of curriculum, to the alignment of instructional practices in classrooms. A copy of our survey can be found to the end of this section.

Respondents Analysis

After excluding invalid entries, our final sample includes 181 districts, serving 50 percent of the K–12 population. Table 1 summarizes the differences between respondent districts and non-respondent districts. Generally speaking, large and/or urban districts are more likely to respond to our survey, which is consistent with our previous surveys on math placement and science standards. As always it is very hard to collect responses from elementary districts. Unified districts and high school districts are more likely to respond to our survey. The vast majority of districts in our sample are considered high-need, in which more than 55 percent of students are low-income, English Learners, and/or foster youth.

Forty-four percent of respondents are teachers, followed by district administrators (25%) and school administrators (25%). The vast majority of respondents are either very familiar (63%) or familiar (33%) with their districts' CCSS implementation. In our analyses, we excluded respondents who are not familiar with their local implementation process. Fifty-nine districts had multiple respondents filling out the survey. Most of the responses are consistent with each other, which is not surprising given that most of our questions are about their districts' policies rather than subjective opinions.

Inverse Probability Weights

To mitigate the selection issue in survey responses, we follow the literature and use inverse probability weights. The weights are calculated using a probit model that includes district type (e.g., elementary, unified, high school district), district size, geographic location, high need students share, and average student performance (e.g., a–g completion rate) as controls. Respondent districts are assigned a weight $w = 1/p$, where p is the predicted probability of response. Our weighted sample is very similar to the state averages (Table 1).

TABLE 1

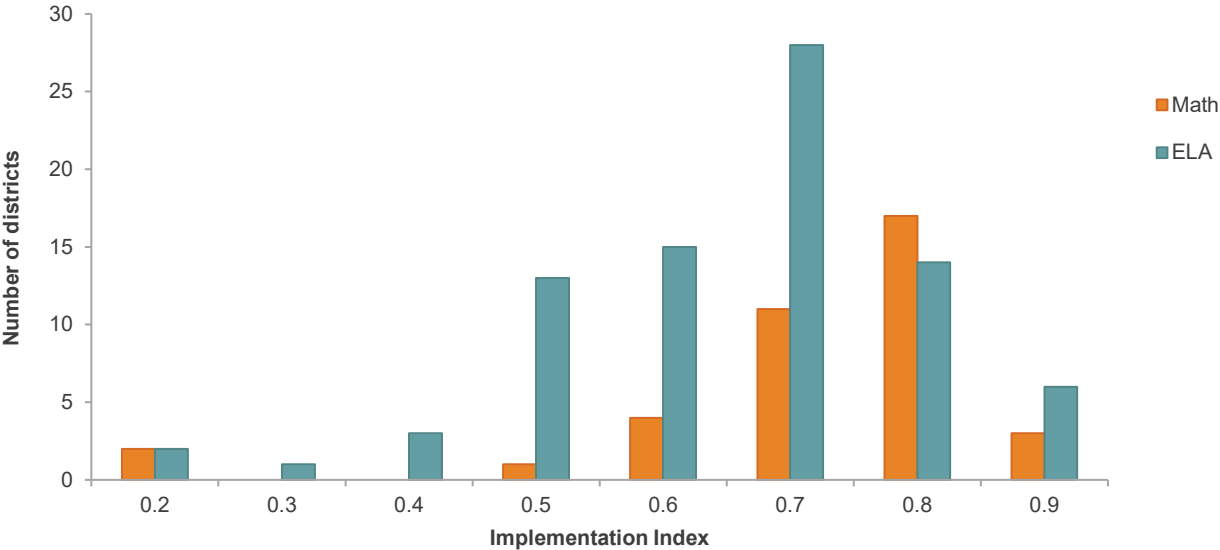
Comparison of survey respondents and non-respondents

	Respondent	Non Respondent	Respondent (weighted)
Student enrollment	15906	3619	5422
Unified district	46%	31%	41%
High school district	10%	7%	10%
Urban	39%	13%	18%
Rural	9%	39%	35%
High-need district	77%	59%	60%
Average teacher experience	11.0	9.9	10.2
% novice teachers	14%	15%	13%
% teachers w/ master degree or higher	38%	32%	31%
Average principal experience in district	12.2	10.0	10.5
% principal new to district	10%	13%	14%
% principals w/ master degree or higher	78%	79%	75%
Average suspension rate	5%	4%	4%
Average a–g completion rate	26%	25%	28%
Average SAT taking rate	40%	38%	36%
Average AP taking rate	19%	17%	17%
Average AP passing rate	49%	50%	47%
SBAC proficiency rate, grade 3, ELA	43%	48%	44%
SBAC proficiency rate, grade 3, math	44%	48%	45%
SBAC proficiency rate, grade 8, ELA	44%	50%	45%
SBAC proficiency rate, grade 8, math	31%	37%	34%
N of districts	181	832	181

SOURCES: PPIC Common Core Implementation Survey, 2019; California Department of Education, 2019.

Figure 1 shows an example of the implementation index calculated for individual districts, with 1 indicating complete or full implementation. This information may be included in the state’s accountability dashboard to track local implementation over time: which districts are getting close to full implementation?

FIGURE 1
Local implementation is uneven, with some districts far behind the others



SOURCE: PPIC Common Core Implementation Survey, 2019.
NOTE: The figure shows the progress of the 181 districts that responded to our Common Core Implementation Survey. Not all respondents completed all questions, which results in an uneven number of districts with valid math or ELA index.

CCSS Implementation Survey

Start of Block: Survey Introduction

Q1.1 Thank you for taking this survey conducted by the Public Policy Institute of California (PPIC), an independent, objective, nonpartisan research institute. This survey was developed in collaboration with the California Department of Education (CDE). The following questions are about your school district's implementation of the **Common Core State Standards** in math and English Language Arts (ELA). This survey should take 10 to 20 minutes to complete. Your response will be kept strictly confidential. Please submit your response by **Friday, March 1**. If you have any questions about this survey, please contact Niu Gao at gao@ppic.org.

Q133 In this section, we ask some basic questions about your local education agency (LEA).

Q1.2 Please select your county and local educational agency.

County (1)

District (2)

Q1.3 Please select your position (select all that apply).

District administrator (1)

School administrator (3)

Teacher on special assignment (TOSA) (7)

Teacher (5)

Instructional coach (9)

School board member (8)

Other, please specify: (6) _____

Q129 Please select your local educational agency type.

- Elementary school district (e.g., K-5, K-8) (1)
- High school district (e.g., 9-12) (2)
- Unified school district (e.g., K-12) (3)
- County office of education (4)
- Charter school (5)
- Other, please specify: (6) _____

Display This Question:

If Please select your local educational agency type. = Charter school

Or Please select your local educational agency type. = County office of education

Q159 Which grade levels does your local educational agency serve? Please select all that apply.

- Elementary grades: K-5 (1)
- Middle grades: 6-8 (2)
- High School: 9-12 (3)

Display This Question:

If Please select your local educational agency type. = County office of education

Or Please select your local educational agency type. = Charter school

Q176 In the rest of the survey we use "LEA" and "district" interchangeably. Please answer the questions as they apply to your local educational agency (LEA).

Display This Question:

If Please select your local educational agency type. = Unified school district (e.g., K-12)

Or Please select your local educational agency type. = High school district (e.g., 9-12)

Or Which grade levels does your local educational agency serve? Please select all that apply. = High School: 9-12

Q135 Does your district require students to complete the entire a–g sequence prior to high school graduation?

Yes (1)

No (2)

I don't know (3)

Display This Question:

If Does your district require students to complete the entire a–g sequence prior to high school grad... = Yes

Q136

You stated that your district requires a–g for high school graduation. What are the grade requirements for a–g courses?

C or better (1)

D or better (2)

I don't know (3)

Display This Question:

If Please select your local educational agency type. = Unified school district (e.g., K-12)

Or Please select your local educational agency type. = High school district (e.g., 9-12)

Or Which grade levels does your local educational agency serve? Please select all that apply. = High School: 9-12

Q138 In your district, how many years of **math** are required for high school graduation?

2 years (1)

3 years (2)

4 years (3)

I don't know (4)

Display This Question:

If Please select your local educational agency type. = High school district (e.g., 9-12)

Or Please select your local educational agency type. = Unified school district (e.g., K-12)

Or Which grade levels does your local educational agency serve? Please select all that apply. = High School: 9-12

Q139 In your district, how many years of **science** are required for high school graduation?

- 2 years (1)
- 3 years (2)
- 4 years (3)
- I don't know (4)

Display This Question:

If Please select your local educational agency type. = Unified school district (e.g., K-12)

Or Please select your local educational agency type. = High school district (e.g., 9-12)

Or Which grade levels does your local educational agency serve? Please select all that apply. = High School: 9-12

Q140 Does your district offer computer science (CS) courses as substitutes for math or science in its graduation requirements?

- Yes (1)
- No (2)
- No, but computer science can substitute other graduation requirements (please specify) (4)

- I don't know (3)

End of Block: Survey Introduction

Start of Block: CCSS Implementation

Q6.1 In this section, we ask about the **Common Core State Standards** in your district.

Q6.2 In 2010, California adopted the CA Common Core State Standards (CCSS) for mathematics and English language arts.

How much do you know about your district's implementation of the California CCSS?

- I have a lot of knowledge (1)
- I have some knowledge (2)
- I have a little knowledge (3)
- I have no knowledge at all (4)

Skip To: End of Block If In 2010, California adopted the CA Common Core State Standards (CCSS) for mathematics and English... = I have a little knowledge

Skip To: End of Block If In 2010, California adopted the CA Common Core State Standards (CCSS) for mathematics and English... = I have no knowledge at all

Q6.3

Full implementation will occur over several years:

The Awareness Phase represents an introduction to the CCSS, the initial planning of systems implementation, and establishment of collaborations.

The Transition Phase is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.

The Implementation Phase expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field.

In your opinion, what is the level of CCSS implementation in your district?

	Awareness (1)	Transition (2)	Implementation (3)	My district does not plan to implement the CCSS (4)	Grades N/A (6)
Grades K-5 (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 6-8 (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 9-12 (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Full implementation will occur over several years: The Awareness Phase represents an introduction... = Grades K-5 [My district does not plan to implement the CCSS]

Or Full implementation will occur over several years: The Awareness Phase represents an introduction... = Grades 6-8 [My district does not plan to implement the CCSS]

Or Full implementation will occur over several years: The Awareness Phase represents an introduction... = Grades 9-12 [My district does not plan to implement the CCSS]

Q126 You have indicated that your district does not plan to implement the CCSS standards. Why?

Skip To: End of Block If You have indicated that your district does not plan to implement the CCSS standards. Why? Is Displayed

Q105 Please indicate the degree to which you believe the following in your district are aligned to the CCSS:

	Fully aligned (1)	Mostly aligned (2)	Slightly aligned (3)	Not aligned (4)	Do not have (8)	Don't know (5)
Math curriculum (e.g., course content) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math instructional materials (e.g., textbooks) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local formative, diagnostic exams in math (e.g., in- class quizzes) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School or teacher developed summative assessments in math (e.g., final exam) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District benchmark assessments (e.g., math placement assessment) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA curriculum (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA instructional materials (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local formative, diagnostic exams in ELA (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School or teacher developed summative assessments in ELA (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q156 Are you familiar with your district's funding sources for CCSS implementation?

Yes (1)

No (2)

Display This Question:

If Are you familiar with your district's funding sources for CCSS implementation? = Yes

Q106 For each of the following implementation activities, please identify the major funding sources.

	LCFF Base (1)	LCFF Concentration and Supplemental (2)	One-time Standards Implementation Fund (4)	Educator Effectiveness (5)	Discretionary Funds (8)	Title I (Education for the Disadvantaged) (10)	Title II (Teacher and Principal Quality) (11)	Title III (LEP Students) (14)	Other (16)
Curriculum (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local Assessments (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If For each of the following implementation activities, please identify the major funding sources. = **Curriculum** [Other]

Or For each of the following implementation activities, please identify the major funding sources. = **Instructional Materials** [Other]

Or For each of the following implementation activities, please identify the major funding sources. = **Professional Development** [Other]

Or For each of the following implementation activities, please identify the major funding sources. = **Local Assessments** [Other]

Q173 You identified major funding sources as "other" for the following implementation activities: $\{Q106/ChoiceGroup/SelectedChoicesForAnswer/16\}$.

What are the sources of funding?

Display This Question:

If Please select your local educational agency type. = Unified school district (e.g., K-12)

Or Please select your local educational agency type. = High school district (e.g., 9-12)

Or Which grade levels does your local educational agency serve? Please select all that apply. = High School: 9-12

Q6.7 Please select the option that best describes your district's math model for high school.

Integrated pathway (e.g., CCSS math 1, CCSS math 2, CCSS math 3) (1)

Traditional pathway (e.g., algebra 1, geometry, algebra 2) (2)

We developed our own course model (please specify): (3)

Don't know (7)

Q107 When was the first school year CCSS-aligned **math** courses offered?

	2011-12 (1)	2012-13 (2)	2013-14 (8)	2014-15 (3)	2015-16 (4)	2016-17 (5)	2017-18 (6)	2018-19 (7)	Grades not offered (9)	Don't know (10)
Grades K-5 (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 6-8 (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 9-12 (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q130 When was the first school year CCSS-aligned **English Language Arts courses** offered?

	2011-12 (1)	2012-13 (9)	2013-14 (2)	2014-15 (3)	2015-16 (4)	2016-17 (5)	2017-18 (6)	2018-19 (7)	Grades not offered (8)	Don't know (11)
Grades K-5 (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 6-8 (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades 9-12 (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q143 During **the previous school year (2017-18)**, how many hours of CCSS-related professional learning did each of the following teachers or administrators in your district receive?

	None (9)	1 to 8 hours (1)	9 to 16 hours (2)	17 to 24 hours (3)	25 to 32 hours (4)	More than 32 hours (5)	N/A (8)	Don't know (10)
Elementary teachers (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math teachers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math instructional coaches or Teachers on Special Assignment (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ELA teachers (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other content area teachers (e.g., social science) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education teachers (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q145 Who was the primary provider of each of the following professional development?

	Staff from school (1)	Staff from district (2)	Staff from county office of education (3)	California Department of Education (4)	Higher education institutions (5)	External vendor (6)	Not offered (7)
Understanding the new standards and instructional shifts (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing, Adapting, Adopting Curriculum (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing, Adapting, Adopting Instructional Materials (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing, Adapting, Adopting local assessments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligning instruction with the new standards (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailoring instruction to students with different needs (e.g., English Language Learners, Special Ed) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q63 To what extent have teachers in your district incorporated the following instructional shifts in **math**?

	Fully incorporated (5)	Mostly incorporated (6)	Slightly incorporated (7)	Not yet incorporated (8)	Don't know (9)
Focus strongly where the standards focus (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coherence: think across grades and link to major topics within grades (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rigor: in major topics, pursue conceptual understanding, procedural skill and fluency, and application with equal intensity (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q150 To what extent have teachers in your district incorporated the following instructional shifts in **English Language Arts**?

	Fully incorporated (5)	Mostly incorporated (6)	Slightly incorporated (7)	Not yet incorporated (8)	Don't know (9)
Complexity: practice regularly with complex text and its academic language (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge: build knowledge through content-rich nonfiction (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q62 How widespread is the use of CCSS-aligned **math instructional materials** in classrooms within your district?

- Used in all classrooms (1)
- Used in most classrooms (5)
- Used in some classrooms (6)
- Not yet being used in classrooms (7)
- Don't know (8)

Q132 How widespread is the use of CCSS-aligned **English Language Arts instructional materials** in classrooms within your district?

- Used in all classrooms (1)
- Used in most classrooms (5)
- Used in some classrooms (6)
- Not yet being used in classrooms (7)
- Don't know (8)



Q168 Please select the *top three challenges* of CCSS implementation in your district.

- Student prior knowledge (1)
- More information about how the standards change what is expected of teachers' instructional practices (2)
- More information about how the standards change what is expected of students (3)
- More formative assessments aligned to the common core (4)
- More quality professional development for teachers (5)
- More quality professional development for principals (6)
- More collaborations with stakeholders (7)
- More dedicated funding (8)
- More aligned textbooks and instructional materials (9)
- More parental involvement (10)
- More time to help all students learn the new standards (11)
- Other, please specify (12) _____

Q169 What tools, resources, or information would be most helpful in addressing these challenges?

End of Block: CCSS Implementation

Start of Block: End of Survey Message

Q10.2 Thank you for taking this survey!
Your response has been recorded. Please click on the button to exit.

End of Block: End of Survey Message



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