

Dear Friend,

This is a critical time for America's schools and our students. As employers, parents, and community members, we can all agree that making sure students are prepared for success in college and the workplace is one of the most important things we can do to build a strong economy.

Nothing matters more to our long-term economic health and stability than readying American workers in all industries to compete in today's economy. That means ensuring our education system is preparing our young men and women to compete not just with people in neighboring communities and states, but with people around the world.

Consistent Academic Standards for Student Success

The good news is that a critical piece of this work is well underway. Forty three states, the District of Columbia, and the Department of Defense schools have adopted and are moving forward on the Common Core State Standards, which outline the skills and knowledge students need to master by the time they graduate high school to be successful in college and the workplace.

Across the board, we are setting expectations for students that are more in line with what colleges and employers are looking for—such as critical thinking and problem-solving. At the same time, we are ensuring that each state remains firmly in control over the content of its own curriculum.

What's Happening?

All states are managing their own implementation of the Common Core, but most are following this general timeline.



Summer 2014:

- School districts and teachers are working to bring the standards to life in the classroom.
- New assessments are being created that will accurately measure how students are progressing toward meeting the new standards.



Spring and fall 2015:

- New assessments will be administered and results will be released in many states.



Case Study: The Kentucky Campaign



Summer 2014

Building Employer Support for Rigorous Standards

Understanding the importance of business engagement is one thing. Making it happen is another. This is a case study of a campaign led by the Kentucky Chamber of Commerce Foundation that is credited with helping build critical employer support for the Common Core State Standards (known in Kentucky as the Kentucky Core Academic Standards). A key aspect of the campaign was the “inoculation effect” it created. Even when the tougher standards lowered test scores initially, Kentucky stayed the course with the new standards.

Ready Kentucky: Building Employer Support for Student Success

The Kentucky Chamber of Commerce Foundation developed a campaign to build support for the Kentucky Core Academic Standards, prepare for the likelihood of lower test scores on assessments under the new standards, and emphasize the importance of sticking with the standards.

Key Components



Partnerships. The importance of partnerships cannot be overstated. Kentucky advocates and education officials have consistently encouraged and welcomed business involvement in school improvement efforts. The Kentucky Chamber’s Common Core partnerships were a natural outgrowth of prior work with the Kentucky Department of Education and the Prichard Committee for Academic Excellence, a citizens’ advocacy group.



Common Messaging. The Kentucky Chamber worked with advocacy groups, professional organizations, and education leaders to craft common messages—a key element of the overall state effort. The Prichard Committee conducted outreach to parents and educators in support of the Common Core. The two organizations co-branded their initiatives as Ready Kentucky.



Actively Involved Chamber CEO and Staff Support. The Kentucky Chamber’s CEO emphasized support for the standards in his public appearances, ensured the Chamber’s legislative agenda reflected that support, and made staff available to assist in the campaign.

Kentucky Chamber of Commerce:

- State’s largest business organization
- Represents the interests of more than 90,000 employers

Kentucky Chamber Foundation:

- 501(c)(3) organization

Prichard Committee for Academic Excellence:

- Statewide citizens organization
- In its third decade of advocacy for better schools

Specific Tactics

Ready Kentucky: Building Employer Support for Student Success included the following elements:



The Kentucky Chamber’s CEO and Kentucky’s education commissioner **made joint appearances** before local and regional business groups around the state, generating media coverage and editorial support.



The **education commissioner made appearances** at state meetings of business leaders.





The **Business Leader Champions for Education** was established in partnership with the Prichard Committee. This CEO-led group of more than five dozen business executives provided a unified employer voice in support of the significant education developments, including the Kentucky Core Academic Standards. Peer-to-peer communication was key to recruiting the champions, with the CEO chair initiating contacts and staff following up with details.



Immediately after Kentucky adopted the standards in February 2010, the Kentucky Chamber's CEO wrote a **statewide op-ed** emphasizing the standards' focus on preparing students for both college and the workplace, an important point for the business community.



A **video featuring Kentucky employers** expressing support for the standards and their full implementation in Kentucky's schools was hosted on the Kentucky Chamber's website and distributed to local chambers and other organizations.



Audio news releases were distributed statewide.



An employer toolkit was created and distributed for use in workplace communications and included electronic and hard-copy examples of:

- Newsletter article for use in-house or in a publication of the employer's affiliated association
- "Facts & FAQs" document explaining the standards, the need for them, and why employers should support them
- Letter to the editor for submission to a local newspaper
- Email message to share information with employees
- Talking points for use as a paycheck stuffer or staff meeting material
- Examples of the new standards and test questions



A **brochure** was created to provide a jargon-free overview of the new standards, explaining their background and impact, comparing them with the state's old standards, and providing sample questions from the new tests.



Regular **op-eds and columns** were published in business publications. Some were co-authored by state education leaders to present a united front and a consistent message.



Direct **communications with state legislators** and Kentucky's congressional delegation were conducted.

Working in partnership with the Prichard Committee, the Kentucky Chamber also developed a quick-response strategy to counter pushback that could arise in conjunction with legislative proceedings or other events, including personal contacts and messages delivered via op-eds and letters.

Lessons Learned

- Employers have influence with the public, policymakers, and elected officials—possibly more than they realize.
- Consistent messages are critical, regardless of who is delivering them.
- Partnerships are key to ensure the development and delivery of consistent messages. Partnerships among employers, educators, and advocates present a united front to the public, policymakers, and elected officials. This can be particularly helpful to counter pushback against tougher standards.
- The active interest and involvement of business association leaders and key CEOs helps build meaningful employer engagement. It is unrealistic to expect employers to add education advocacy to their schedules without the enthusiastic encouragement of their peers.





Teachers overwhelmingly support the standards, with a majority believing they will be positive for most students. However, teachers tell us they need the right supports to ensure successful implementation of the standards. The new assessments are designed to be one of these supports, giving teachers meaningful feedback and actionable data to inform instruction.

Because the standards are more challenging, the assessments will be too. The possibility of lower test scores is causing some to push for a delay in the standards' implementation or a return to previous standards. But we must stay the course. The world is a more demanding place today than ever before. Not only do students have to compete with others in their community to get into college and secure a job, but they must also compete with students across the country and around the world.

Why Does It Matter?

For the first time in our history, every child will be expected to master the skills and knowledge necessary to succeed in college and the workplace. Turning back from this important goal now would send the wrong message to students. We must be setting higher expectations, not giving up when things get hard. It is vitally important that we—as business leaders, employers, and parents—speak out loud and clear that we have a role to play in helping students gain the knowledge and skills they need to succeed in an increasingly demanding workplace.

How Business Leaders Can Help

Business has always been the cornerstone of America's success, in part because of the clear-eyed focus on both the present and the future that sound business judgment requires. Time and time again, when states have stood at important crossroads, the business community has helped lead the way forward.

We are once again at a critical juncture, and the need for business leadership and support is greater than ever. That's why we're asking you to join us in helping spread the word about these important and necessary changes currently underway in our schools.

The attached toolkit is meant to serve as a resource for you to use when communicating with your members, peers, employees, and others about the new standards and assessments, and their importance for your community and state. The packet includes some background materials to help you better understand and advocate for the standards, as well as customizable pieces with state-specific information for use in company newsletters, bulletins, email messaging, and other communications.

We hope you find these tools useful and that you will share them in your business communications. Please let us know if you have questions or suggestions on additional ways to get the word out.

Thank you,

U.S. Chamber of Commerce Foundation



What Does it Mean to Be College and Career Ready?

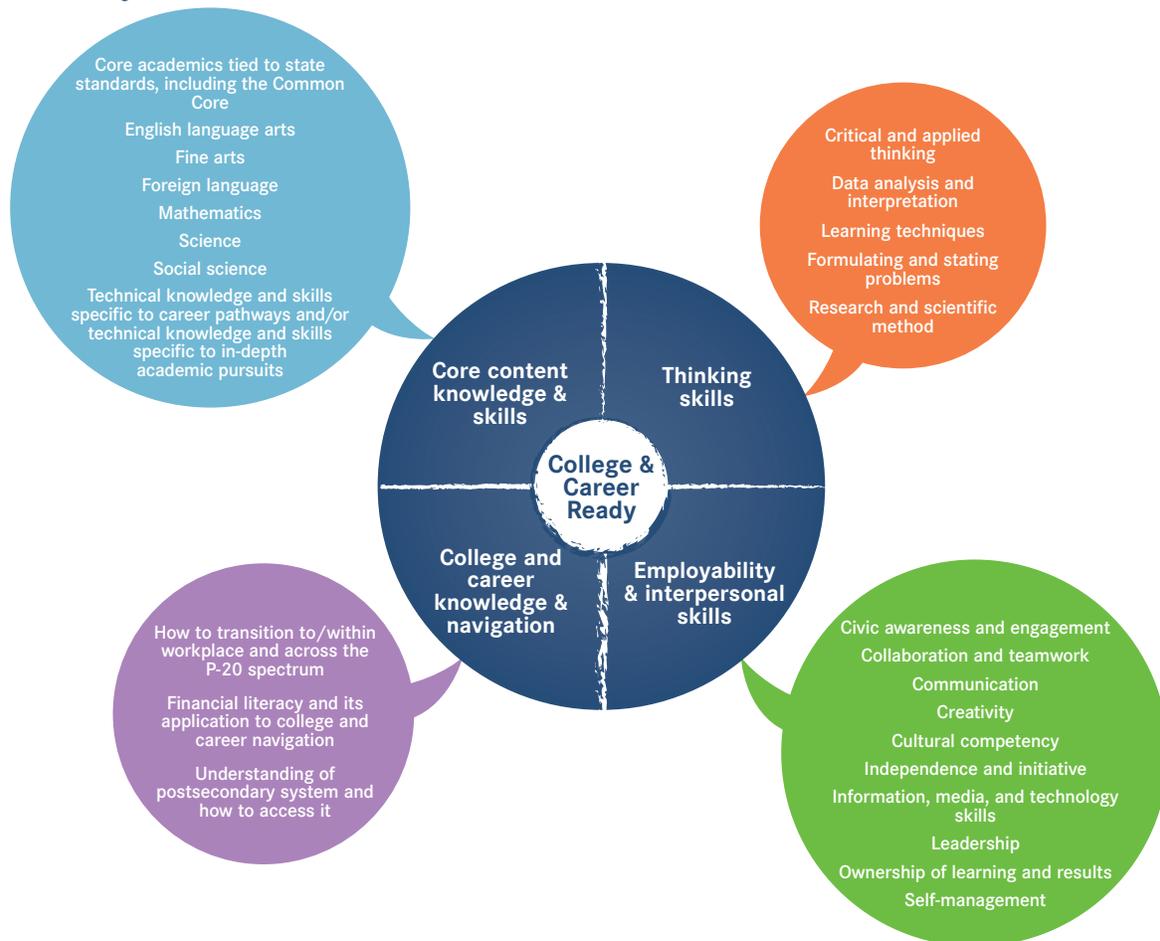


Summer 2014

Today's conversations about education reform

often include a discussion of “college and career readiness.” In general, students who are college and career ready enter college without the need for remedial coursework and/or join the workforce with the foundational knowledge and supporting skills employers are looking for, including critical thinking, problem-solving, and collaboration skills. The following figure illustrates the four categories of college- and career-ready skills.

A College- and Career-Readiness Framework



Each of these skills plays an important role in ensuring that students and workers are college and career ready. Regardless of the paths that students take, it is important to provide a strong foundation in all of these areas to allow students the chance to enter college or a career pathway that will offer opportunities for advancement and a family-sustaining wage.

The Common Core State Standards work to do just that, by providing clear guidelines of the knowledge and skills students should gain at each level of their education, so that they graduate prepared for success.



The Road to Consistent Academic Standards

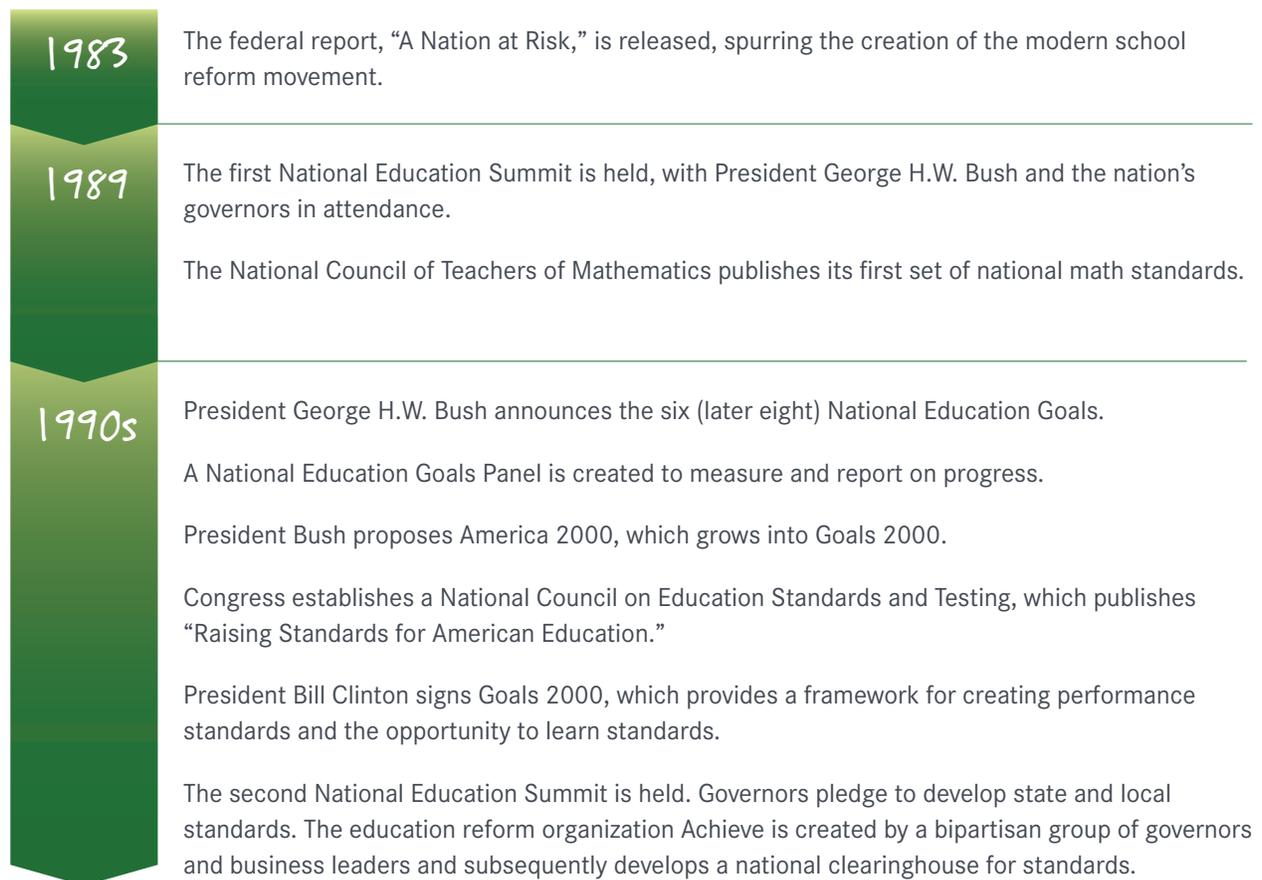


Summer 2014

The journey to consistent academic standards

that prepare students for success in college and career has been going on for at least 30 years. It has long been reported that too many students are leaving high school without the knowledge and skills required to succeed in college or find a job. For example, half of all undergraduates in the United States take remedial courses (an average of 2.6 courses among those who take them), at a cost of nearly \$7 billion annually.¹ Manpower's 2013 talent shortage survey reported that 39% of U.S. employers have difficulty finding employees with the skills they need. Employers say candidates lack "technical competencies/hard skills (48%) and workplace competencies/soft skills (33%). And a third (32%) say there is a lack of available candidates."²

The following timeline maps the road to academic standards over the past 30 years:



2001

Achieve creates the American Diploma Project, which sets benchmarks for what graduates need to know in English language arts and math to succeed in college and high-growth jobs. The project shows that colleges and employers have similar expectations for what graduates should know. Over time, 35 states voluntarily join the American Diploma Project Network by having the governor, state superintendent, state higher education executive officer, and a business representative sign a letter committing to work to implement these benchmarks, raise graduation requirements, develop statewide assessments, and create accountability and reporting systems.

2002

No Child Left Behind is signed by President George W. Bush. The law requires schools to educate increasing percentages of students to proficiency. The quality and rigor of academic standards and assessments are shown to vary widely across states. The 2009 federal study, "Mapping State Proficiency Standards Onto the NAEP Scales: Variation and Change in State Standards for Reading and Mathematics, 2005-2009," found that the "range of state standards continues to be wide: 60 to 71 NAEP points, depending on grade and subject. With such a wide range, a student considered proficient in one state may not be considered proficient in another."

2009

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) work with the 48 states, two territories, and the District of Columbia, which voluntarily sign a memorandum of agreement committing to a state-led process to develop common English language arts/literacy and mathematics standards.

The NGA Center and CCSSO convene work and feedback groups to develop and refine the standards. Teachers, researchers, professors, and content experts are involved in the work and feedback groups.

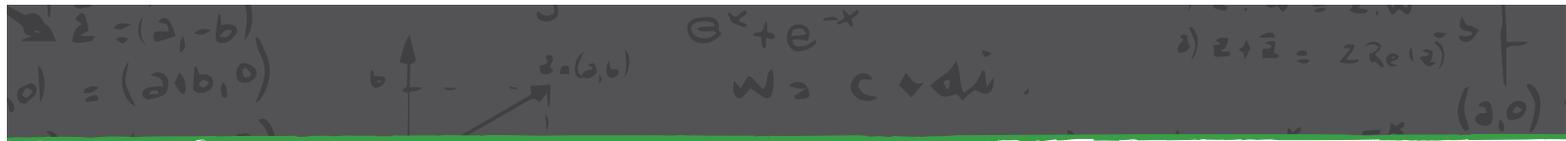
The Race to the Top grant competition provides 40 points out of a possible 500 for states that adopt "college- and career-ready standards."

2010

On March 10, CCSSO and the NGA Center release the draft K-12 standards for public comment on www.corestandards.org.

On June 2, the final Common Core State Standards are released.





Adoption of the Common Core State Standards

Members of state boards of education, governors, legislators, and chief state school officers in each state review the new standards and decide whether or not to adopt them using their existing process for reviewing educational standards. To date, 43 states, the District of Columbia, and the Department of Defense schools have adopted the Common Core.

Right now, school districts and teachers are working to bring the standards to life in the classroom. In addition, new assessments are being created by two consortia of states and private entities such as ACT. These assessments will accurately measure how students are progressing toward mastering the new standards.

Spring
2014

New assessments were field-tested in most states participating in one of the two state consortia. This involved several million students across the country.

More than 5 million students in 35 states and the District of Columbia participated in a practice run of the new assessments in mathematics and English language arts from mid-March to early June.

Spring
2015

New assessments will be administered in most states.

¹ Radford AW and Horn L. An Overview of Classes Taken and Credits Earned by Beginning Postsecondary Students. NCES 2013-151rev. Nov 2012. DC: NCES, U.S. Department of Education. Scott-Clayton J, Crosta PM and Belfield CR. *Improving the Targeting of Treatment: Evidence From College Remediation*. Cambridge, MA: National Bureau of Economic Research, October 2012.

² Manpower Group. *2013 Talent Shortage Survey Research Results, 2013*. Accessed at <http://www.manpowergroup.us/campaigns/talent-shortage-2013>.



Standards and Assessments: Core Messages that Work



Summer 2014

Business leaders in states throughout the country

have been taking an increasingly vocal stance in support of the Common Core State Standards, underscoring how critical adoption and implementation of the standards will be to the future of our workforce. Because academic standards, assessments, and other areas of our education system are not readily understood by the public, the business voice is instrumental in explaining how the standards will help ensure that students are prepared with the skills and knowledge they need to be successful in college and the workplace. Business leaders are also key communicators about the importance of staying the course during the difficult work of implementing the standards.

Research and experience have shown us some of the most effective ways to communicate these critical efforts.

Below is your one-stop shop for ways to talk about the Common Core and aligned assessments.

Overall Guidance

When talking about the Common Core and implementation, it is important to focus on:

- ✓ Student success and how the standards can lead to greater opportunity
- ✓ Strong teacher support for the standards
- ✓ Supports being provided for teachers to help ensure students are able to master the standards
- ✓ Concrete examples of how implementing the standards prepare students for success in college and career, specifically in your industry
- ✓ How assessments aligned to the new standards will measure where students are on the pathway to success and help foster great teaching

When talking about assessments aligned to the Common Core, it is important to focus on the following attributes:

- ✓ New assessments—necessitated by new academic standards—will provide parents and teachers with feedback on how well students are doing
- ✓ Provide real-time information during the year to give teachers and parents a better picture of where students are succeeding and where they need help
- ✓ Replace existing tests, and offer significant improvements over tests of the past
- ✓ Set a realistic baseline that enables teachers and parents to know where students stand on their path to success
- ✓ Provide an “academic checkup” for students by measuring real-world skills like critical thinking and problem solving

Tested Messaging

The following messages go into more detail; draw from them when you have more time:

- ✓ To ensure all students are **prepared for success after graduation**, the Common Core State Standards establish a set of **clear, consistent guidelines** for what students should know and be able to do at each grade level in math and English language arts.



- ✓ **Teachers overwhelmingly support the standards**, with a majority believing they will be positive for most students. They tell us they need the right supports to ensure this.
- ✓ The implementation of our **new academic standards** and the creation of **high-quality assessments** provide an unprecedented opportunity to **help all students** succeed while strengthening the state's long-term economy.
- ✓ The new assessments will set a **realistic baseline** that enables teachers and parents to know where students stand on their **path to success** and will help foster great teaching.
- ✓ The Common Core structures education around the core skills and knowledge that students need to master in order to succeed in college and career. By setting **consistent, high goals** for students in the state, the Common Core helps ensure **all** students receive a quality education and are on a path to success.
- ✓ In 2011, **Kentucky** became the **first state** to begin using the Common Core State Standards. The **percentage of Kentucky high school graduates ready for college and career increased** from 38 percent to 47 percent in a single year. A year later it jumped to 54 percent.
- ✓ The new assessments will **replace existing tests**, and **offer significant improvements** over tests of the past, including writing at every grade, new question types, and performance tasks that ask students to demonstrate an array of research, writing, and problem solving skills.
- ✓ The assessments provide **meaningful feedback** and **actionable data to inform instruction**. Our state **will ensure teachers and students have the resources they need** to roll out the standards successfully by building awareness of teacher tools, increasing parent understanding of the standards, and making sure students have clear expectations.
- ✓ The world is a more demanding place today than ever before. Not only do students have to compete with others in their community to get into college and secure a job, but they must also compete with students around the country. The vision for our state sets us on a course where we have college- and career-ready standards, effective teachers, and high-performing schools. As colleges and employers expect more, we all have a role to play in helping students master the **knowledge and skills that they need to succeed**.

Elevator Speech

When you only have a short amount of time to convey a lot:

As a member of the business community and as a parent, I support the Common Core State Standards because all of our students need to be able to meet the demands of college or the workplace. And I'm not alone. Teachers strongly support this too, and I'm committed to helping them in their efforts to help students succeed.

Our new standards establish a set of clear, consistent guidelines for what students should know and be able to do at each grade level in math and English language arts. The new assessments will replace existing tests and provide an academic checkup that enables teachers and parents to know where students stand on their path to success. The implementation of our new standards and the creation of high-quality assessments provide an unprecedented opportunity to help all students while strengthening the state's long-term economy.

Like my fellow employers, my organization has high expectations for our applicants. By ensuring that students are graduating with the knowledge and skills they need to meet these expectations, we can improve everyone's economic future.



Examples of the Common Core State Standards



Summer 2014

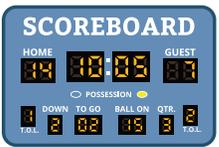
To ensure all students are prepared for success

after graduation, the Common Core State Standards establish a set of clear, consistent guidelines for what students should know and be able to do at each grade level in math and English language arts. The implementation of our new academic standards and the creation of high-quality assessments provide an unprecedented opportunity to help all students while strengthening the state's long-term economy.

Here are a few examples of the types of things students are expected to learn by the end of a grade. In each case, the standard is one of several that apply to the subject and grade level indicated. These examples may feel general because the standards themselves are big picture—focusing on broad categories of knowledge and skills. The specifics on how to help students reach the standards are created at the local level by teachers, school districts, and/or the state. This gives teachers the freedom to teach the standards in the way their kids will learn them best.

Academic Standards, Curriculum, and Assessments

If this were football instead of education

<p>Standards outline critical parts of the game - whether they are playing at home or away. They include the length of the field, the rules of the game, and the roles of offense and defense.</p> 	<p>Curriculum is the playbook to help the team succeed. Every team has a different playbook that draws on the strengths of each individual on the team.</p> 	<p>Assessments include not just the final score, but also the game tape used to review plays and identify areas to improve.</p> 
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The new standards are different in two significant ways. First, they are consistent across 43 states. Second, there is an emphasis on not just gaining knowledge, but also on gaining skills such as critical thinking, writing, and problem-solving, all of which are sought after by both colleges and employers. The examples below are used with the permission of the National Parent and Teacher Association's Common Core Parent Guides. For more information about the standards for mathematics and English language arts currently being implemented in states, go to www.CoreStandards.org.

1st grade English language arts

- Getting facts and information from different texts
- Writing about a topic, supplying some facts, and providing some type of an opening and closing
- Taking part in conversations about the topics and texts being studied, by responding to the comments of others and asking questions to clear up any confusion

4th grade math

- Using whole number arithmetic to solve word problems, including problems with remainders and problems with measurements
- Adding and subtracting whole numbers quickly and accurately (numbers up to 1 million)
- Understanding simple decimals in terms of fractions (e.g., rewriting 0.62 as $\frac{62}{100}$)

High school

- *Writing*: Making an argument that is logical, well-reasoned, and supported by evidence
- *Reading*: Evaluating arguments and specific claims, assessing whether the reasoning is valid and the evidence is sufficient, and detecting inconsistencies and ambiguities as appropriate
- *Algebra*: Solving real-world and mathematical problems by writing and solving nonlinear equations, such as quadratic equations ($ax^2 + bx + c = 0$)
- *Modeling*: Analyzing real-world situations using mathematics to understand the situation better and to optimize, troubleshoot, or make an informed decision (e.g., estimating water and food needs in a disaster area or using volume formulas and graphs to find an optimal size for an industrial package)



Examples of Test Questions



Summer 2014

The creation of high-quality assessments aligned to the Common Core State Standards offers an unprecedented opportunity to provide meaningful feedback and actionable data to inform instruction. These assessments will set a realistic baseline that enables teachers, parents, and all of us to know where students stand on their path to success.

There are currently two state consortia—the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium—working to develop next-generation assessments aligned to the Common Core State Standards for implementation in 2014-15. These assessments are being designed to measure students' knowledge and skills more deeply by leveraging technology and are meant to provide information that can help parents and teachers support student learning. The new assessments will be primarily computer based and will go far beyond current assessments by measuring deeper learning, as well as critical-thinking and problem-solving skills.

As you customize materials and explain what the new assessments could look like to audiences, please refer to the below sample test questions that are appropriate to your state. In addition, consider directing audiences to the [PARCC website](#) and the [Smarter Balanced website](#) to take the available practice tests, which can play an important role in increasing awareness and understanding.

PARCC (15 Members)

Governing members:

Arkansas	Louisiana	New Mexico
Colorado	Maryland	New York
District of Columbia	Massachusetts	Ohio
Illinois	Mississippi	Rhode Island
Indiana	New Jersey	

Participating member:

Pennsylvania

Smarter Balanced (23 Members)

Governing states:

California	Michigan	Oregon
Connecticut	Missouri	South Dakota
Delaware	Montana	Vermont
Hawaii	Nevada	Washington
Idaho	New Hampshire	West Virginia
Iowa	North Carolina	Wisconsin
Maine	North Dakota	Wyoming

Advisory state:

Pennsylvania

Affiliate member:

U.S. Virgin Islands



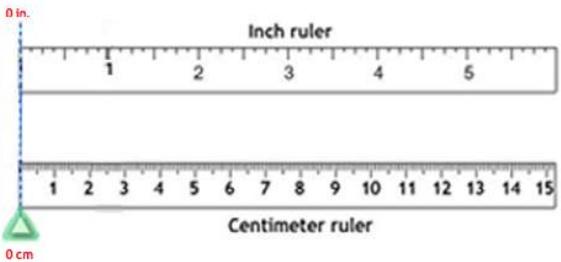
PARCC Sample Test Questions

Additional sample test items can be found on the PARCC website.

6th grade mathematics:

SAMPLE ITEM

Drag the slider to explore the relationship between the number of inches and the number of centimeters.



Select all of the statements that accurately represent the relationship between the number of inches and the number of centimeters.

- The ratio of centimeters to inches is 1 to 2.54.
- The ratio of centimeters to inches is 2.54 to 1.
- $i = 2.54c$, where i represents the number of inches and c represents the number of centimeters
- $c = 2.54i$, where i represents the number of inches and c represents the number of centimeters
- For every centimeter, there are 2.54 inches.
- For every inch, there are 2.54 centimeters.

These and other sample test questions can be found at: <http://www.parcconline.org/samples/mathematics/grade-6-slider-ruler>

10th grade English language arts/literacy:

Passages:

Excerpt from “Daedalus and Icarus,” from Ovid’s *Metamorphoses* Volume Two. Copyright © 1941 Translated by Trenchard More, Jr. Used by permission.

SAMPLE ITEM

Part A

Which of the following sentences best states an important theme about human behavior as described in Ovid’s “Daedalus and Icarus”?

- a. Striving to achieve one’s dreams is a worthwhile endeavor.
- b. The thoughtlessness of youth can have tragic results.
- c. Imagination and creativity bring their own rewards
- d. Everyone should learn from his or her mistakes.

Part B

Select three pieces of evidence from Ovid’s “Daedalus and Icarus” that support the answer to Part A.

- a. “and by his playfulness retard the work/his anxious father planned” (lines 310-311)
- b. “But when at last/the father finished it, he poised himself” (lines 312-313).
- c. “he fitted on his son the plumed wings/ with trembling hands, while down his withered cheeks/the tears were falling” (lines 327-329).
- d. “Proud of his success/the foolish Icarus forsook his guide” (lines 348-349).”
- e. “and, bold in vanity, began to soar/rising upon his wings to touch the skies”
- f. “and as the years went by the gifted youth/began to rival his instructor’s art”
- g. “Wherefore Daedalus/enraged and envious, sought to slay the youth”
- h. “The Partridge hides/in shaded places by the leafy trees...for it is mindful of its former fall”

These and other sample test questions can be found at: <http://parccconline.org/samples/english-language-artsliteracy/grade-10-ebss-literary-analysis-task>



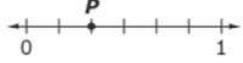
Smarter Balanced Sample Test Questions

Additional sample test items can be found on the Smarter Balanced website.

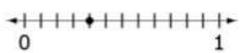
4th grade mathematics:

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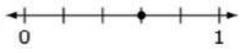
Look at point P on the number line.



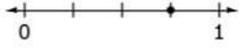
Look at number lines A – E. Is the point on each number line equal to the number shown by P ? Choose Yes or No.

A.  Yes No

B.  Yes No

C.  Yes No

D.  Yes No

E.  Yes No

These and other sample test questions can be found at: <http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm>

11th grade English language arts/literacy:

Diamonds in the Sky

Stars are not the only objects that glitter in the dark night sky. Scientists have discovered that diamonds are plentiful in outer space. Some of these space diamonds are called "nanodiamonds" because they are incredibly small. A nanodiamond is millions of times smaller than a grain of sugar—more or less the size of a strand of DNA. Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space. Other space diamonds are huge—the size of whole planets—while some may exist in liquid or frozen form. Scientists even suggest that planets in our own solar system may have oceans filled with chunks of frozen diamond "ice."

Diamonds are so common throughout the universe because they are a pure form of one of the universe's most common elements: carbon. Diamonds have a number of amazing properties: they are extremely hard and transparent, and can withstand radioactivity, corrosive acids, and other powerful forces. Diamonds conduct electricity more readily than copper, and are also the best natural conductor of heat that we know of—which is why diamonds feel cool to the touch. Like a prism, diamonds produce rainbows from white light. The melting point of a diamond, 7,362 degrees Fahrenheit, is higher than that of any other known substance.

43008

Read this sentence from the passage.

"Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth."

Explain how information learned from space diamonds can help scientists make diamonds on Earth. Use evidence from the passage to support your answer.

Type your answer in the space provided.

These and other sample test questions can be found at: <http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm>



Making the Case



Summer 2014

The Common Core and Its Importance to the Business Community

The Common Core State Standards establish a set of **clear, consistent guidelines** for what students should know and be able to do at each grade level in math and English language arts so that they will graduate high school able to succeed in entry-level careers, introductory academic college courses, and workforce training programs.

The implementation of these new standards and the creation of high-quality assessments provide an unprecedented opportunity to help all students while strengthening the state's long-term economy.

We live in a world where individuals are increasingly in competition with their peers from other states and from other countries—and the United States as a whole is not keeping pace.

✓ In 2012, the Programme for International Student Assessment (PISA) found that 15-year-old students in the United States were ranked 26th in mathematics, 17th in reading, and 21st in science among the 34 OECD industrialized nations.⁶

✓ According to the 2013 National Assessment of Educational Progress, known as the Nation's Report Card, the United States continues to struggle to reach proficiency in reading and math. The results showed that only 42% were proficient/advanced in 4th grade math; 32% were proficient/advanced in 4th grade reading; 35% were proficient/advanced in 8th grade math, and 36% were proficient/advanced in 8th grade reading.⁷ Among seniors, 26% were proficient/advanced in mathematics and 38% in reading.⁸

Teachers, parents, and the general public are in support of the Common Core State Standards once they are explained. In 2013:

- Nearly three-quarters of CCSS teachers in CCSS states (73%) are enthusiastic about implementing the Common Core.¹
- Three-fifths of parents (62%) supported the standards, while 22% were opposed.²
- Two-thirds of the public (65%) supported the standards, while just 13% opposed them.³
- In Nov. 2013, 37% of voters had heard some/a lot about the CCSS compared to 19% in August 2011. After hearing a brief statement about the CCSS, 69% of voters supported them.⁴
- By a 2:1 margin, Americans who had heard about the Common Core were more likely to say that the standards will help make education in the United States more competitive globally (41%) than they were to say the standards will help make education in the United States less competitive (21%).⁵

America's employers have higher expectations for their workers, but U.S. candidates are falling short. More than ever, employers expect students to not only graduate from high school, but to complete some postsecondary education.

A 2013 report by the Georgetown University Center on Education and the Workforce predicted that by 2020, 65% of all jobs will require postsecondary education and training, up from 28% in 1973.⁹

- ✓ Our expectations for what it means to graduate ready for success in a career have changed.
- In a 2013 survey of employers, 93% agree they ask employees to take on greater responsibilities and use broader skills while 91% agree they face more complex challenges than in the past.¹⁰
 - In 2012, human resource professionals predicted that the percentage of hires with a high school diploma or less will decrease. Already, a third said they always or mostly hire employees with education beyond high school for positions advertised as requiring a high school diploma.¹¹





Students are not getting the education and skills they need to perform the jobs of the future.

- In 2014, 72% of business leaders said there is currently a skills gap among U.S. workers. And a third (34%) agreed that the value of a college degree will increase in the next 10-15 years.¹²
- In 2013, a majority of employers said higher education does an excellent (9%) or good job (47%) preparing students for success but 40% said a fair and 4% said a poor job.¹³
- In 2013, 39% of U.S. employers reported having difficulty finding employees with the skills they need. Employers said candidates lack “technical competencies/hard skills (48%) and “workplace competencies/soft skills” (33%).¹⁴
- A 2013 survey of 400 executives found that 46% are concerned their businesses might not be able to find workers who have the skills they need over the next one to two years. The skills they most want are: “IT skills (44%) and engineering (36%) with R&D (29%) and sales (29%) close behind.” These skills are particularly in demand among manufacturers.¹⁵
- The government estimates science, technology, engineering, and math (STEM) jobs will grow by 13% between 2012 and 2020, compared to 11 percent for jobs overall.¹⁶ However, only a little more than 8% of American college students major in engineering, and barely more than 5% major in computer science and math¹⁷, even though the annual average wage for all the STEM occupations was \$79,640 in May 2013, approximately 1.7 times the national annual average wage for all occupations (\$46,440).¹⁸ Those degrees command average annual salaries of \$70,000 or more.
- A 2013 study on entry level STEM jobs found there were 2.5 entry-level job openings per 4-year STEM graduate compared to just 1.1 postings per new BA graduate in other fields.¹⁹

We need our students to graduate from high school—and be ready for college and career.



On average, an estimated 1 million students fail to graduate on time.²⁰



Too many high school students are not prepared for college. Half of all undergraduates take remedial courses (an average of 2.6 courses among those who take them), at a cost of nearly \$7 billion annually.²¹



The academic achievement gap disproportionately affects students of color. African-American, Hispanic, and low-income students are much more likely to be required to take remedial courses, with 60% of African-American, 62% of Hispanic, and 58% of low-income students requiring remediation.²²



When students start behind, they tend to stay behind. A 2012 study of 33 states estimated that just 9.5% of students who took remedial courses at two-year colleges graduate within three years, and only 35.1% of remedial students at four-year colleges graduate.²³

When students graduate college and career ready, we all win.



The more education someone has, the more they can expect to earn in their lifetime. An individual with a bachelor's degree is expected to earn more than double what a high school dropout would earn, and a little more than half of what an individual with a professional degree would earn.²⁴



Taxpayers, both with and without children, benefit when more individuals move from being a high school dropout to a college graduate. A total lifetime benefit to taxpayers, in terms of increased tax revenue and reduced spending, averages \$203,300 per graduate (in 2002 dollars).²⁵



Those with more education are also less likely to be unemployed. In 2013, high school dropouts were nearly three times as likely as those with bachelor's degrees to be unemployed, and almost five times as likely as those with a professional degree.²⁶

To view the citations noted in this document, please refer to *Making the Case (Sources)*.



What It Takes to Implement Standards and Assessments



Summer 2014

A checklist for school districts and how business leaders can help

Throughout the country, states have made the important shift to improve their academic standards, whether by adopting the Common Core State Standards or other college and career ready standards. Now they are taking steps to bring them into the classroom, which means upgrading materials, providing resources and supports to teachers, and implementing new assessments aligned to college and career expectations. This is truly a systemic change—the type of change that is hard and does not happen overnight.

As business leaders, it is important to know the key components of this work, the concerns it has raised, and the ways business leaders can help. Below are three of the main areas where state departments of education, school districts, and schools will be focusing their attention, as well as suggestions for how the business community can become involved.



Professional Development

- **Why it's important:** The standards represent a big leap for teachers, especially those in states where the standards are demanding much more of students. They will not only need to learn how to teach more rigorous coursework, but they will also need to find ways to teach important skills such as critical thinking, communication, and teamwork.
- **What needs to happen:** States and school districts are providing their teachers with professional development opportunities – both school-based and district-based – and sometimes run by other organizations. These can include lesson plans, workshops, strategy sessions, networking opportunities, online forums, and more.
- **How Business can help:** Help can include financial support, event support (such as meeting space or catering), or support to develop materials through offering partnerships, project-based learning, or field trips that can boost standards-based skills.



Technology

- **Why it's important:** The assessment consortia are moving to online assessments to reflect the way we work and learn in the 21st century and to better test what students can do. Many school districts have already made the move to online test administration, and the consortia have been careful to keep hardware, operating system, and bandwidth requirements low. Still, for some schools, it will represent a new challenge.
- **What needs to happen:** The consortia have developed a technology readiness tool and guidelines to help schools understand the minimum requirements for administering the tests, assessing their current technology, and taking steps to upgrade their systems, where necessary. You can find PARCC's resources and Smarter Balanced resources online.
- **How Business can help:** Help can include donating resources to schools to help upgrade their current IT system or ensure broadband connectivity; sharing the expertise of your IT staff; or speaking to school administrators about the importance of technology and the benefits of online testing.





Communications

- **Why it's important:** As the Common Core becomes a reality in states and changes start to be made, parents, teachers, the media, and community members are starting to pay more attention. Unfortunately, a great deal of misinformation about the standards and assessments is also spreading. As is often the case with system-wide changes, concerns and fears spread more quickly than the facts that clarify and calm them.
- **What needs to happen:** We need to set the record straight on the Common Core State Standards, implementation, and assessments. We also need to proactively highlight the great work already underway by schools and school districts.
- **How Business Can Help:** Use the resources in this toolkit to explain your support of the standards and assessments. Business leaders are familiar with the importance of monitoring progress and making decisions based on good data. As employers, business leaders are interested in growing their companies. As parents, business leaders strive to provide opportunities for their children. There is no better spokesperson on behalf of the Common Core and the assessments.



Fact Sheet: Upgrading The Nation's Assessments



Summer 2014

Replacing Tests to Better Evaluate the Future Workforce

As teachers across the country are implementing new academic goals in English language arts and mathematics called the Common Core State Standards, new assessments are being created to track students' progress towards achieving these standards. The assessments will replace existing tests and provide an academic checkup that enables teachers and parents to know where students stand on their path to success.

Preparing Students to Meet Workplace Goals

Business leaders need employees who can put skills and knowledge to work to solve problems. Research has proven that when a student is required to apply knowledge, their understanding and retention is deepened.

To compete in the global market, we must better prepare students to excel. New assessments will measure progress toward college and career readiness, providing information for teachers and parents about where students are excelling and where they need more development.

States Developing New, Better Assessments

Two state consortia—the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced)—are creating next-generation assessments that will replace existing tests during the 2014-2015 school year. Administered online, these new assessments—aligned to the Common Core—will help propel economic development by assessing the knowledge and skills students need for the careers of tomorrow.

Implementing New Assessments to Remedy Existing Issues

Too often, existing assessments have failed to deliver timely, actionable results. New assessments will serve as an academic checkup, enabling teachers to adjust instruction as needed and allowing students to access the support they need. The use of common assessments will improve the comparability of scores across states and hold all students to the same high standards—reducing challenges associated with student mobility.

Raising the Bar for Tomorrow's Workforce

Like the Common Core, the new assessments are vertically aligned—meaning they connect learning within and across grades so that students build new understanding onto foundations created in previous years. This structure also provides a measurable link between students' scores in each grade. End-of-year assessments will evaluate student achievement and growth in mathematics and English language arts. Mid-year assessments will help schools shape their decisions about professional

What Gets Measured Gets Managed

- Most statewide assessments are composed mainly of multiple choice questions and reward our future workforce for basic rote memorization of facts.
- New assessments will require students to apply knowledge, get things done, and demonstrate an ability to solve complex problems.
- Rather than asking students to respond to writing tasks based on personal experience, the new assessments will expect students to use evidence to support their answers by incorporating information, details, and arguments from a text or multiple sources.



development, classroom materials, and instruction. Key components of the new assessments include:

-  **Online administration:** Assessments will take advantage of 21st century technology, allowing the tests to go beyond basic multiple choice questions to include research and writing tasks that measure critical thinking and problem solving, as opposed to rote memorization of facts.
-  **Custom features for students with disabilities and English language learners:** The new assessments offer accessibility and accommodation options so all students can demonstrate what they know.
-  **Alignment with international benchmarks and college expectations:** While previous assessments measured outdated standards, the new assessments focus on clearer and more rigorous standards that measure the skills students need for success.

Testing the Assessments

In spring 2014, more than 5 million students in 35 states and the District of Columbia participated in a practice run of the new assessments in mathematics and English language arts. These practice assessments were a field test in preparation for the full release in the 2014-2015 school year. Students' individual results will not count this year, but the field tests serve multiple purposes, including:

-  Helping ensure that the assessments are valid, fair, and reliable for all students; and
-  Giving schools and teachers an opportunity to practice test administration procedures, while students get a chance to experience the new assessments.

Technological Requirements

The assessments are designed to be administered online, taking advantage of a more flexible question format, quicker analysis, and even the option of computer adaptive testing. The tests are designed with fairly minimal hardware and bandwidth requirements so they can be delivered with the computing resources found in schools today. For districts that are not equipped to make the transition to online administration, paper-and-pencil options will be available for the first few years of implementation. The assessment consortia have worked to identify the technology needs of schools in member states by administering a technology readiness survey and by providing resources for schools to assess and improve their current infrastructure.

Meet the Developers:

The Partnership for Assessment of Readiness for College and Careers (PARCC) is comprised of 13 member states, which are: AR, CO, DC, IL, LA, MD, MA, MS, NJ, NM, NY, OH, and RI. PA is a participating state. For more information, visit: www.parcconline.org.

The Smarter Balanced Assessment Consortium is comprised of 22 member states, which are: CA, CT, DE, HI, ID, IA, ME, MI, MO, MT, NV, NH, NC, ND, OR, SD, U.S. VI, VT, WA, WV, WI, and WY. PA is an advisory state. For more information, visit: www.SmarterBalanced.org.

Take the Test!

Experience the new assessments by taking Practice Tests provided by PARCC (linked [here](#)) and Smarter Balanced (linked [here](#)).



Assessing Higher-Level Thinking Skills

Summer 2014

One of the most important

shifts from the current state tests to assessments aligned to the Common Core is how well they assess students' mastery of higher-level thinking skills.

The four Depth-of-Knowledge Levels (pictured to the right) are widely used to illustrate the types of knowledge and skills that teaching and learning encompasses. Students especially need strategic thinking and extended thinking (levels three and four) skills to succeed in college and careers.

Unfortunately, current state tests typically do not measure the higher levels of thinking, even when the state standards include them. Instead, most test items assess students' ability to recall and implement procedures more often than to analyze, critique, or develop a logical argument.



How Do the New Tests Measure Higher Level Thinking Skills?

Assessments aligned to the Common Core move away from fill-in-the-bubble tests and are structured so that students demonstrate their thinking in addition to providing the correct response – giving a better sense of how well students are prepared for the expectations of college and the workforce.

Smarter Balanced Test Item:
Five swimmers compete in the 50-meter race. The finish time for each swimmer is shown in the video.

23.42
23.18
23.21
23.35
23.24
Men's 50 Meter Freestyle

Apply concepts
Revise
Develop a logical argument
Compare

Explain how the results of the race would change if the race used a clock that rounded to the nearest tenth.

Use a concept
Repeat
Calculate
Compare

Current state test item:
Round the number 873 to the nearest hundred.

- A. 800
- B. 870
- C. 900
- D. 860

Sources:

N.L. Webb, Depth-of-Knowledge Levels for Four Content Areas (2002) <http://facstaff.wcer.wisc.edu/normw/All%20content%20areas%20%20DOK%20levels%2032802.doc>

Linda Darling-Hammond, et al., Criteria for High-Quality Assessment (2013)

https://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_2.pdf

Smarter Balanced Assessment Consortium, "Sample Items," (2013), <http://sampleitems.smarterbalanced.org/itempreview/sbac/index.htm>

Indiana Department of Education, "ISTEP+ Mathematics Item Sampler," (2011) <http://www.doe.in.gov/sites/default/files/assessment/math-grades6-8-item-sampler.pdf>



Common Core Assessments: Frequently Asked Questions



Summer 2014

1. Why are we developing new assessments?

As states continue to implement common standards for what students need to know to be prepared for college and career, many are also working to develop shared assessments to measure progress against these goals. Just as the workplace is demanding different skills from its employees, the standards expect more of our students. The assessments help teachers track how students are doing and where they need additional support and capitalize on new technology that plays an increasingly important role in how students learn.

2. Why would it be advantageous to develop assessments with a number of states, instead of each state developing its own assessments?

There are distinct advantages and economies of scale when states share an assessments system. Students are not only measured alongside peers in their state, but also alongside students throughout the country, ensuring that no matter where students live they are gaining equally challenging knowledge and skills in each grade level. With shared assessments, teachers and school districts can more broadly share information about curricula and teaching methods they have developed to improve learning gains, interim test questions, best practices for test administration, and more—which also saves money. This is why a majority of states have joined one of two consortia—PARCC and Smarter Balanced—which are developing shared assessments based on the Common Core State Standards.

3. What is a testing consortium?

The two testing consortia—the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced)—are groups of member states who are committed to the development and use of next-generation assessments aligned to the Common Core State Standards. Each consortium takes its own approach to test development, implementation, and rollout, resulting in different kinds

Common Core Assessments Myths vs. Facts

Myth: The federal government will use the new assessments to collect and analyze students' private data and information.

FACT: As with all previous tests, data is collected, stored, and used to help track student progress at each state's discretion. States retain control over student information, and federal law prohibits the creation of a federal database with students' personally identifiable information. Any recommended data collection adheres to all federal and state privacy laws, including but not limited to the Family Educational Rights and Privacy Act (FERPA).

Myth: Students are already required to take so many tests. These new assessments will mean even more testing.

FACT: The new assessments will replace current tests. The number of tests offered is still up to states and school districts. The new assessments are designed to be a flexible system that helps teachers and schools measure students' progress throughout the year. This helps teachers better understand where students start, gain timely information to improve their instruction, and measure students' growth and achievement at the end of each school year.

Myth: Student scores on the new assessments are going to drop and we're only setting up our students to fail.

FACT: The new assessments replace existing tests and provide an "academic checkup" for students, parents, and educators by measuring real-world skills, such as critical thinking and problem solving. The assessments set a realistic baseline that more accurately reflects students' true knowledge and skill set, and help students avoid needing remediation by improving educational and workforce outcomes.



of test questions. Member states work collaboratively with educators, researchers, higher education faculty, policymakers, and community groups on the development of these tests, and will be replacing their states' existing assessments with the new ones, making testing consistent throughout the consortium. The consortium's activities are funded by the member states and by both public and private grants.

4. What is better about the new assessments?

First off, we're moving away from a system of fill-in-the-bubble, multiple choice tests. Students will have the opportunity to show their work, explain their answers, and truly demonstrate mastery of the content—in a way that has not been done before. The new assessments are designed to accurately measure students' progress towards college- and career-readiness, giving teachers, parents, and students the information they need to get on track and stay on track. Like the Common Core, the new assessments are vertically aligned—meaning they connect learning within and across grades so that students build new understanding onto foundations created in previous years. Since the assessments provide better and more timely information about student progress, teachers and parents will be better positioned to help students improve. Specifically, unlike most state tests which are being phased out and only provide a percentile for where a student is performing in comparison to their peers, the new tests will better illustrate students' weaknesses and strengths on needed knowledge and skills. The new assessments also make full use of the computer technology that students use in the classroom and will continue to rely on in college and in their careers. The assessments better test critical thinking, problem solving, and the integration of knowledge by offering more complex tasks and asking students to provide evidence or support for their answers—which means no more guessing a multiple choice response and moving on.

5. What if my state isn't part of PARCC or Smarter Balanced?

States have a number of options when it comes to assessing students' progress towards meeting the Common Core. States not participating in PARCC or Smarter Balanced may choose to revamp their existing state tests or use the ACT Aspire test. The important thing is to investigate how closely your state's new tests align to the standards, and whether students are asked to demonstrate writing and analysis. Several organizations have developed resources to help policymakers evaluate their options, including SCOPE at Stanford; the Alliance for Excellent Education; and the Council of Chief State School Officers.

6. What is ACT Aspire?

ACT, Inc.—a private testing company—partnered with Pearson to develop new assessments aligned to the Common Core. Alabama has adopted ACT Aspire, and other states have indicated that they are considering adopting the assessment. PARCC, Smarter Balanced, and ACT Aspire assessment systems include some similar features, costs, assessment types, grade levels, subjects, and timelines, but important details, including planned writing and performance tasks, differ. Some states may also consider using an assessment created by the consortia for elementary and middle grades and then use ACT Aspire for the high school assessment.

7. Aren't these assessments funded by the federal government?

Both PARCC and Smarter Balanced are currently supported by funds from the U.S. Department of Education, which go towards research and development. However, all policy decisions about the structure and content of the assessments are made by the member states. Once the federal grants have wrapped up in 2015, each consortium will have the option to either be fully funded and supported by member states or to apply for additional grant support from private and/or government sources.



8. Is my student being exposed to commercialism or product placement through these new assessments?

In the new assessments, there is a focus on providing students with authentic passages that reflect the kind of reading, understanding, and problem solving they'll be required to do in college or in their careers. Test-takers will inevitably be reading about familiar people, places, historical events, products, and even brands, which are noted according to publishing guidelines for trademarks. Test creators are in no way compensated for their references to familiar items.

9. Don't these tests promote more "drill and kill"?

The new assessments are designed to test students' mastery of core knowledge and skills, including critical thinking and problem solving—not rote memorization. Test questions have therefore moved away from traditional multiple choice responses and ask students to support their work, to provide evidence and rationale for their responses to both math and writing tasks, and to solve multiple equations that build on each other. The resulting test will help teachers see how well students understand key concepts, not just how well they were able to cram for one test.

10. What if my state/school district can't afford the new assessments?

Timely information about student achievement is worth the investment. Without it, we lack the ability to make informed decisions about our schools. The new assessment consortia are leveraging the purchasing power of multi-state networks to produce high-quality assessments that few states could afford on their own. To further ease the burden on schools and school districts, the consortia tests are designed to be comparable to what states are already spending on assessments and are administered using the technology and systems in place in most school districts. Over the years of implementation, PARCC and Smarter Balanced costs actually will decrease, thanks to the technology component of the exam. The Brookings Institution has additional information about the cost-benefits of state consortia and possible shifts in cost from what states currently spend.

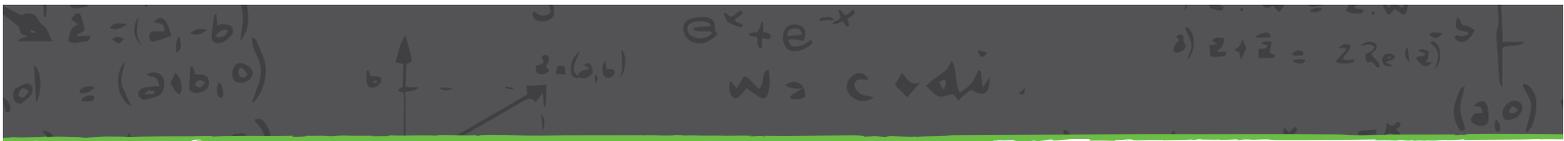
	PARCC	Smarter Balanced	ACT Aspire
Estimated Per-Student Cost (current state avg. \$27)	\$29.50 summative only (math and ELA/literacy, including writing)	\$22.50 summative only (math and ELA/literacy, including writing) \$27.30 including interim and formative	\$21.00 for one subject \$1.00 additional per subject (\$24.00 for math, English, reading and writing)

Sources: Matthew M. Chingos, Standardized Testing and the Common Core Standards: You Get What You Pay For? (2013), <http://www.brookings.edu/research/reports/2013/10/30-standardized-testing-and-the-common-core-chingos>; Chingos, Strength in Numbers: State Spending on K-12 Assessment Systems (2012), <http://www.brookings.edu/research/reports/2012/11/29-cost-of-ed-assessment-chingos>

11. How much will implementation cost in my state if we do not currently have the necessary technology or broadband?

Technology is an integral part of our modern world, and most schools have already integrated it into classrooms, providing at least computers and broadband access. The tests are designed so they can be offered on the computers that exist in most schools today. For states that are completely new to online testing and do not feel properly equipped, there will be a paper-and-pen option for the first few years of rollout.





12. How were teachers involved in developing the new assessments?

Thousands of K-12 educators and hundreds of faculty from state colleges and universities—a much greater number than were involved in developing most prior state tests—worked together from across every state involved in PARCC and Smarter Balanced to develop the most appropriate test questions for each subject and grade.

13. What resources are available to support teachers' instruction?

To aid teachers, Smarter Balanced is building a “Digital Library” that will give teachers access to online training modules, example units, and teacher-submitted resources. These tools are designed to show educators strategies and practices to enhance day-to-day instruction. Similarly, PARCC is developing an online site that will provide teachers with model lessons to help them plan instruction and use formative assessment tools to maximize their use of the test results. In addition, both PARCC and Smarter Balanced require students to write extensively, explain their thinking, and solve multi-step problems. Since teachers can assess their students' learning throughout the year, they can gain important information that can be used to develop creative lessons and identify effective instructional approaches.

14. What benefits will parents, teachers, and students receive from the new assessments?

As those of us who work in business know, we constantly need to monitor and measure progress towards our goals. This helps us stay on track and make important adjustments that will give us better results. The new assessments do the same thing, giving schools, teachers, parents, and students information on where students are and where they could use additional support to meet college-and career-ready standards.

With these new assessments, **teachers and schools** will get timely information throughout the year on their students' progress and professional development resources that will help them adjust instruction. They also have the flexibility to select the number and kinds of assessments they offer throughout the year to best support their students' success. The new assessments utilize computer-based testing, which is more interactive, efficient, and aligned with how students use technology. **Parents** will also benefit from these new assessments, receiving information from their children's teachers on areas of strength and opportunities for improvement. Finally, **students** will be held accountable not for what they've learned specifically for the test, but for the important knowledge and skills they have mastered over the course of their education and that put them on track to graduate college-and career ready. They will be offered engaging problems using technology they are familiar with, be held to the high standards that will put them on a path to success, and will get the support they need to improve.



Common Core Implementation by Local Educators is Underway



At the Chamber of Commerce, we are invested in helping all of our students succeed. This is why we are working to support teachers as they implement the Common Core in their schools.

While academic standards define the knowledge and skills students need to master at each grade level, decisions about how to help students achieve the new standards are made entirely at the state and local levels. Since states adopted the Common Core, teachers, principals, and superintendents have been working hard to align their state education systems to the standards—including developing everything from lesson plans to new ways of assessing students—in order to ensure that students have what they need to succeed in college and career.

We stand with our teachers and educators as they work to implement our new academic standards—for the good of our students and to ensure a prosperous future for our communities.

The cost of implementing the standards will vary from state to state. States already spend significant money on professional development, curriculum materials, and assessments. While there may be new costs associated with training teachers to teach the standards, developing and purchasing new materials, and other aspects of implementation, there are also many opportunities for states to save considerable resources. Incorporating new uses of technology, using open-source materials, and taking advantage of cross-state opportunities are all ways that states can realize savings.

Summer 2014



U.S. CHAMBER OF COMMERCE FOUNDATION

Common Core Development by States



Governors and state education chiefs from nearly every state across the country collaborated with teachers, researchers, and leading education experts to develop the Common Core State Standards.

After reviewing the standards, state education leaders voluntarily made the decision whether or not to adopt the standards using the same process that states have always used in determining their academic standards.

Today, 43 states, the District of Columbia, and the Department of Defense schools have all adopted the Common Core State Standards so we can have a clear, consistent set of goals that define what our students need to be successful in college and career.

Summer 2014



U.S. CHAMBER OF COMMERCE FOUNDATION

The Common Core Has No Data Collection Requirements



At the Chamber of Commerce, we take data security and privacy—for our businesses, employees, students, and our own children—very seriously. For that reason, we looked into whether there are any data collection requirements included in the Common Core.

Our research confirms that there are **no data collection requirements tied to adopting the standards**. Standards simply define expectations for what students should know and be able to do by the end of each grade. Implementing the standards in the classroom does not require data collection. The means of assessing students and the use of data and scores that result from those assessments are up to the discretion of each state and are separate and unique from the Common Core State Standards.

More information can be found at dataqualitycampaign.org

Summer 2014



U.S. CHAMBER OF COMMERCE FOUNDATION

State Data on College and Career Readiness



Summer 2014

STATE	SIX-YEAR COLLEGE COMPLETION RATE From National Center for Education Statistics' 2004/09 Beginning Postsecondary Students Longitudinal Study – based off State of First Institution <i>Data marked * should be interpreted with caution: margin of error is 30% of total</i>	COLLEGE REMEDIATION RATE Calculated from the National Center for Education Statistics; 2011-2012 National Postsecondary Student Aid Study <i>All data based off state of residence</i>	SKILLS GAP ON POSTSECONDARY EDUCATION Georgetown University's Center on Education and the Workforce State Report on Recovery: June 2013	TEACHER SUPPORT FOR STANDARDS Scholastic Primary Sources 2013
Alabama	According to 2009 data, only 57.2% of Alabama four-year college students graduated within six years.	In 2012, more than a quarter (29%) of Alabama students who went on to college needed remedial courses.	By 2020, 62% of state jobs will require a degree beyond high school (including in growing occupations such as managerial and professional, sales and office support, education, and health care), and Alabama is expected to fall short by 9 percentage points.	Four in five (78%) teachers of CCSS subjects in Alabama believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Alaska	N/A	In 2012, nearly a third (30.9%) of Alaska students who went on to college needed remedial courses.	By 2020, 66% of state jobs will require a degree beyond high school (including in growing occupations such as STEM (science, technology, engineering, and mathematics), social sciences, and education), and Alaska is expected to fall short by 4 percentage points.	N/A





Arizona	According to 2009 data, only 55.1% of Arizona four-year college students and only 35.2% of Arizona two-year college students graduated within six years.	In 2012, more than a quarter (27.5%) of Arizona students who went on to college needed remedial courses.	By 2020, 68% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Arizona is expected to fall short by 8 percentage points.	More than four in five (83%) teachers of CCSS subjects in Arizona believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Arkansas	According to 2009 data, only 61.8% of Arkansas four-year college students graduated within six years.	In 2012, more than a third (34.4%) of Arkansas students who went on to college needed remedial courses.	By 2020, 59% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, social sciences, education, and health care), and Arkansas is expected to fall short by 9 percentage points.	Nearly four in five (79%) teachers of CCSS subjects in Arkansas believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
California	According to 2009 data, only 67.3% of California four-year college students and only 26.3% of California two-year college students graduated within six years.	In 2012, more than a third (33.4%) of California students who went on to college needed remedial courses.	By 2020, 67% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, STEM, and education), and California is expected to fall short by 7 percentage points.	More than three in four (78%) teachers of CCSS subjects in California believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Colorado	According to 2009 data, only 62.2% of Colorado four-year college students graduated within six years.	In 2012, nearly a quarter (21.9%) of Colorado students who went on to college needed remedial courses.	By 2020, 74% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, education, and community service/art), and Colorado is expected to fall short by 6 percentage points.	More than two-thirds (65%) of teachers of CCSS subjects in Colorado believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Connecticut	According to 2009 data, 77% of Connecticut four-year college students and only 31% of Connecticut two-year college students graduated within six years.	In 2012, more than a quarter (28.2%) of Connecticut students who went on to college needed remedial courses	By 2020, 70% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Connecticut is expected to fall short by 5 percentage points.	Seven in 10 (70%) teachers of CCSS subjects in Connecticut believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Delaware	According to 2009 data, only 71.9% of Delaware four-year college students and only 18.4%* of Delaware two-year college students graduated within six years.	In 2012, more than a third (36.1%) of Delaware students who went on to college needed remedial courses.	By 2020, 63% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Delaware is expected to fall short by 8 percentage points.	Nearly three-quarters (73%) of teachers of CCSS subjects in Delaware believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





District of Columbia	N/A	In 2012, more than a third (33.5%) of students in the District of Columbia who went on to college needed remedial courses.	By 2020, 76% of district jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, education, and STEM), and D.C. is expected to fall short by 5 percentage points.	N/A
Florida	According to 2009 data, only 54.3% of Florida four-year college students and only 28.7% of Florida two-year college students graduated within six years.	In 2012, more than a third (34.1%) of Florida students who went on to college needed remedial courses.	By 2020, 65% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and food/services), and Florida is expected to fall short by 4 percentage points.	About three-quarters (74%) of teachers of CCSS subjects in Florida believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Georgia	According to 2009 data, only 64.9% of Georgia four-year college students and only 28% of Georgia two-year college students graduated within six years.	In 2012 more than a quarter (29.6%) of Georgia students who went on to college needed remedial courses.	By 2020, 66% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Georgia is expected to fall short by 6 percentage points.	Three in four (76%) teachers of CCSS subjects in Georgia believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Hawaii	N/A	In 2012, about one in four (24.7%) Hawaii students who went on to college needed remedial courses.	By 2020, 70% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, education, and food/personal services), and Hawaii is expected to fall short by 8 percentage points.	More than three-quarters (78%) of teachers of CCSS subjects in Hawaii believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Idaho	According to 2009 data, only 49.9% of Idaho four-year college students graduated within six years.	In 2012, 29.5% of Idaho students who went on to college needed remedial courses.	By 2020, 68% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, education, health care, and community services/arts), and Idaho is expected to fall short by 7 percentage points.	More than four in five (82%) teachers of CCSS subjects in Idaho believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Illinois	According to 2009 data, only 65.5% of Illinois four-year college students and only 28% of Illinois two-year college students graduated within six years.	In 2012, almost a third (30.1%) of Illinois students who went on to college needed remedial courses.	By 2020, 70% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Illinois is expected to fall short by 8 percentage points.	About three-quarters (76%) of teachers of CCSS subjects in Illinois believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Indiana	According to 2009 data, only 59.4% of Indiana four-year college students and only 24.6% of Indiana two-year college students graduated within six years.	In 2012, more than a quarter (26.2%) of Indiana students who went on to college needed remedial courses.	By 2020, 62% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Indiana is expected to fall short by 8 percentage points.	More than three-fifths (62%) of teachers of CCSS subjects in Indiana believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Iowa	According to 2009 data, only 71.2% of Iowa four-year college students graduated within six years.	In 2012, one in four (24.6%) Iowa students who went on to college needed remedial courses.	By 2020, 68% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Iowa is expected to fall short by 8 percentage points.	Nearly three in four (73%) teachers of CCSS subjects in Iowa believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Kansas	According to 2009 data, only 61.3% of Kansas four-year college students and only 39.2%* of Kansas two-year college students graduated within six years.	In 2012, more than a quarter (26.6%) of Kansas students who went on to college needed remedial courses.	By 2020, 71% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Kansas is expected to fall short by 4 percentage points.	Nearly nine in 10 (88%) teachers of CCSS subjects in Kansas believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Kentucky	According to 2009 data, only 60.6% of Kentucky four-year college students and only 35%* of Kentucky two-year college students graduated within six years.	In 2012, about a third (30.5%) of Kentucky students who went on to college needed remedial courses.	By 2020, 62% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Kentucky is expected to fall short by 8 percentage points.	Nearly four in five (79%) teachers of CCSS subjects in Kentucky believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Louisiana	According to 2009 data, only 71.3% of Louisiana four-year college students graduated within six years.	In 2012, nearly a third (30.9%) of Louisiana students who went on to college needed remedial courses.	By 2020, 56% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Louisiana is expected to fall short by 3 percentage points.	About four in five (79%) teachers of CCSS subjects in Louisiana believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Maine	According to 2009 data, 89.8% of Maine four-year college students graduated within six years.	In 2012, about a third (31.8%) of Maine students who went on to college needed remedial courses.	By 2020, 66% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Maine is expected to fall short by 7 percentage points.	About three-fifths (59%) of teachers of CCSS subjects in Maine believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Maryland	According to 2009 data, only 48.6% of Maryland four-year college students and only 42.8% of Maryland two-year college students graduated within six years.	In 2012, a third (33.8%) of Maryland students who went on to college needed remedial courses.	By 2020, 69% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, STEM, and education), and Maryland is expected to fall short by 5 percentage points.	Four in five (80%) teachers of CCSS subjects in Maryland believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Massachusetts	According to 2009 data, only 73.8% of Massachusetts four-year college students and only 36.1% of Massachusetts two-year college students graduated within six years.	In 2012, nearly a quarter (22.6%) of Massachusetts students who went on to college needed remedial courses.	By 2020, 72% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Massachusetts is expected to fall short by 6 percentage points.	Nearly three quarters (72%) of teachers of CCSS subjects in Massachusetts believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Michigan	According to 2009 data, only 64.7% of Michigan four-year college students and only 27.1%* of Michigan two-year college students graduated within six years.	In 2012, more than a quarter (28.1%) of Michigan students who went on to college needed remedial courses.	By 2020, 70% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Michigan is expected to fall short by 9 percentage points.	About three out of four (74%) teachers of CCSS subjects in Michigan believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Minnesota	According to 2009 data, only 71.6% of Minnesota four-year college students and only 39.4% of Minnesota two-year college students graduated within six years.	In 2012, about a third (31.3%) of Minnesota students who went on to college needed remedial courses.	By 2020, 74% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Minnesota is expected to fall short by 5 percentage points.	More than half (58%) of teachers of CCSS subjects in Minnesota believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Mississippi	According to 2009 data, only 58.7% of Mississippi four-year college students and only 39.7% of Mississippi two-year college students graduated within six years.	In 2012, more than a quarter (27.8%) of Mississippi students who went on to college needed remedial courses.	By 2020, 61% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Mississippi is expected to fall short by 6 percentage points.	More than four in five (85%) teachers of CCSS subjects in Mississippi believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Missouri	According to 2009 data, only 63.5% of Missouri four-year college students and only 45.2%* of Missouri two-year college students graduated within six years.	In 2012, about a quarter (24.2%) of Missouri students who went on to college needed remedial courses.	By 2020, 66% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Missouri is expected to fall short by 7 percentage points.	More than three-quarters (76%) of teachers of CCSS subjects in Missouri believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Montana	According to 2009 data, only 40.9% of Montana four-year college students graduated within six years.	In 2012, more than a third (34.5%) of Montana students who went on to college needed remedial courses.	By 2020, 69% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Montana is expected to fall short by 6 percentage points.	About three quarters (76%) of teachers of CCSS subjects in Montana believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Nebraska	According to 2009 data, only 66.1% of Nebraska four-year college students and only 53.6% of Nebraska two-year college students graduated within six years.	In 2012, about a quarter (24.9%) of Nebraska students who went on to college needed remedial courses.	By 2020, 71% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Nebraska is expected to fall short by 7 percentage points.	N/A
Nevada	N/A	In 2012, more than a quarter (28.3%) of Nevada students who went on to college needed remedial courses.	By 2020, 62% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, social sciences, and health care), and Nevada is expected to fall short by 7 percentage points.	More than three in four (77%) teachers of CCSS subjects in Nevada believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





New Hampshire	N/A	In 2012, about one-fifth (19.9%) of New Hampshire students who went on to college needed remedial courses.	By 2020, 68% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, food/services, and education), and New Hampshire is expected to meet that target.	Almost seven in 10 (69%) teachers of CCSS subjects in New Hampshire believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
New Jersey	According to 2009 data, only 64.5% of New Jersey four-year college students and only 38.5%* of New Jersey two-year college students graduated within six years.	In 2012, about a third (33.2%) of New Jersey students who went on to college needed remedial courses.	By 2020, 68% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and New Jersey is expected to fall short by 6 percentage points.	About two-thirds (67%) of teachers of CCSS subjects in New Jersey believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
New Mexico	N/A	In 2012, more than a third (36.4%) of New Mexico students who went on to college needed remedial courses.	By 2020, 63% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and New Mexico is expected to fall short by 4 percentage points.	Four in five (81%) teachers of CCSS subjects in New Mexico believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





New York	According to 2009 data, only 70.3% of New York four-year college students and only 48% of New York two-year college students graduated within six years.	In 2012, more than a quarter (26.8%) of New York students who went on to college needed remedial courses.	By 2020, 69% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, education, and community service/arts), and New York is expected to fall short by 8 percentage points.	Over two-thirds (69%) of teachers of CCSS subjects in New York believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
North Carolina	According to 2009 data, 77.4% of North Carolina four-year college students graduated within six years.	In 2012, almost a third (30.9%) of North Carolina students who went on to college needed remedial courses.	By 2020, 67% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and North Carolina is expected to fall short by 9 percentage points.	Four in five (80%) teachers of CCSS subjects in North Carolina believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
North Dakota	According to 2009 data, only 58.8% of North Dakota four-year college students graduated within six years.	N/A	By 2020, 72% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and STEM), and North Dakota is expected to fall short by 3 percentage points.	Three in four (75%) teachers of CCSS subjects in North Dakota believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Ohio	According to 2009 data, only 64.6% of Ohio four-year college students and only 31% of Ohio two-year college students graduated within six years.	In 2012, more than a quarter (28.2%) of Ohio students who went on to college needed remedial courses.	By 2020, 64% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Ohio is expected to fall short by 10 percentage points.	Over two-thirds (69%) of teachers of CCSS subjects in Ohio believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Oklahoma	According to 2009 data, only 59.7% of Oklahoma four-year college students graduated within six years.	In 2012, more than a third (34.1%) of Oklahoma students who went on to college needed remedial courses.	By 2020, 64% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Oklahoma is expected to fall short by 7 percentage points.	Three-quarters (76%) teachers of CCSS subjects in Oklahoma believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Oregon	According to 2009 data, only 68.1% of Oregon four-year college students and only 31.3% of Oregon two-year college students graduated within six years.	In 2012, more than a quarter (26.6%) of Oregon students who went on to college needed remedial courses.	By 2020, 70% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, STEM, and education), and Oregon is expected to fall short by 5 percentage points.	About seven in 10 (71%) teachers of CCSS subjects in Oregon believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Pennsylvania	According to 2009 data, 81.4% of Pennsylvania four-year college students and only 44.5% of Pennsylvania two-year college students graduated within six years.	In 2012, more than a quarter (26.3%) of Pennsylvania students who went on to college needed remedial courses.	By 2020, 63% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Pennsylvania is expected to fall short by 8 percentage points.	Three in five (60%) teachers of CCSS subjects in Pennsylvania believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Rhode Island	According to 2009 data, only 66.6% of Rhode Island four-year college students graduated within six years.	In 2012, more than a quarter (27.6%) of Rhode Island students needed remedial courses.	By 2020, 71% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Rhode Island is expected to fall short by 11 percentage points.	More than three-fifths (63%) of teachers of CCSS subjects in Rhode Island believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
South Carolina	According to 2009 data, only 58.1% of South Carolina four-year college students graduated within six years.	In 2012, about a third (31.8%) of South Carolina students who went on to college needed remedial courses.	By 2020, 62% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and South Carolina is expected to fall short by 7 percentage points.	Over four in five (83%) teachers of CCSS subjects in South Carolina believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





South Dakota	N/A	In 2012, almost a third (30.7%) of South Dakota students who went on to college needed remedial classes.	By 2020, 65% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, food/services, and education), and South Dakota is expected to fall short by 3 percentage points.	N/A
Tennessee	According to 2009 data, only 62.5% of Tennessee four-year college students and only 37.9% of Tennessee two-year college students graduated within six years.	In 2012, about a third (30.7%) of Tennessee students who went on to college needed remedial courses.	By 2020, 58% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Tennessee is expected to fall short by 5 percentage points.	Three-fourths (75%) of teachers of CCSS subjects in Tennessee believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Texas	According to 2009 data, only 56.1% of Texas four-year college students and only 24.4% of Texas two-year college students graduated within six years.	In 2012, more than a third (38.1%) of Texas students who went on to college needed remedial courses.	By 2020, 62% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and Texas is expected to fall short by 7 percentage points.	N/A





Utah	According to 2009 data, only 47.6% of Utah four-year college students graduated within six years.	In 2012, more than a quarter (27%) of Utah students who went on to college needed remedial courses.	By 2020, 64% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, community service/arts, and education), and Utah is expected to meet that target.	More than four in five (85%) teachers of CCSS subjects in Utah believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Vermont	According to 2009 data, only 66.7% of Vermont four-year college students graduated within six years.	N/A	By 2020, 65% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, community service/arts, and education), and Vermont is expected to fall short by 4 percentage points.	About two-thirds (67%) of teachers of CCSS subjects in Vermont believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Virginia	According to 2009 data, 75.1% of Virginia four-year college students and only 49.5% of Virginia two-year college students graduated within six years.	In 2012, more than a quarter (27.5%) of Virginia students who went on to college needed remedial courses.	By 2020, 67% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, STEM, and education), and Virginia is expected to fall short by 4 percentage points.	N/A





Washington	According to 2009 data, 86.5% of Washington four-year college students and only 34.7% of Washington two-year college students graduated within six years.	In 2012, about a third (31%) of Washington students who went on to college needed remedial courses.	By 2020, 70% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, STEM, and health care), and Washington is expected to fall short by 2 percentage points.	Seven in 10 (70%) teachers of CCSS subjects in Washington believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
West Virginia	N/A	In 2012, almost a third (31.4%) of West Virginia students who went on to college needed remedial courses.	By 2020, 55% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, health care, and education), and West Virginia is expected to fall short by 9 percentage points.	About three-fourths (74%) of teachers of CCSS subjects in West Virginia believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.
Wisconsin	According to 2009 data, only 65.8% of Wisconsin four-year college students and only 27.8%* of Wisconsin two-year college students graduated within six years.	In 2012, nearly a quarter (24.3%) of Wisconsin students who went on to college needed remedial courses.	By 2020, 62% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, education, and STEM), and Wisconsin is expected to meet that target.	Over seven in 10 (72%) teachers of CCSS subjects in Wisconsin believe the standards will have a positive impact on students' ability to think critically and use reasoning skills.





Wyoming	N/A	N/A	By 2020, 65% of state jobs will require a degree beyond high school (including in growing occupations such as managerial/professional, sales/office, blue collar, and education), and Wyoming is expected to fall short by 7 percentage points.	N/A
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