

Appendix

District Leadership in the New Era of Assessment

This appendix describes the sampling procedures used to select potential districts to participate in the Center on Education Policy's (CEP) 2016 district survey, *District Leadership in the New Era of Assessment*, and the methods used to develop and administer the survey.

We also present confidence intervals for survey responses corresponding to our report. Last, we include open-ended responses from participants for question 26, the survey's final question.

Study Methods

The survey was developed and administered with support from Policy Studies Associates (PSA), CEP's contractor for this project.

Survey Sample in 2016

The 2016 study was intended to follow up on the activities and experiences of districts that participated in CEP's 2014 study series, *Common Core State Standards in 2014*. Accordingly, the 2016 study used the 2014 district sample, but refreshed the sample to replace the districts that had closed or that had refused to participate in the 2014 study. In addition, because South Carolina, Indiana, and Oklahoma discontinued their use of the CCSS after the 2014 study data were collected, all 27 districts representing those states were eliminated from the study sample in 2016. In addition, however, study methodologists determined that because several districts had been reclassified (e.g., from suburban to city, from rural to suburban, etc.) since 2014, the representativeness of the study sample by district urbanicity was skewed. Rather than drop these districts from the sample, which would weaken the relationship between the 2014 and 2016 data, study methodologists elected to bring the sample distributions back into alignment with the population of districts by adding an additional 33 districts to the sample, for a total sample size of 418 districts.

The following describes the methodology used to select the original 2014 district sample.

Sampling Methodology

The sampling methodology for the 2014 study started with the publicly accessible dataset from the 2010-2011 Common Core of Data Local Education Agency Universe Survey conducted by the National Center of Education Statistics (NCES). PSA chose to use the 2010-2011 edition of the dataset because at the time PSA drew the sample, the 2011-2012 was in preliminary form. This dataset contains information on 18,478 elementary and secondary education agencies located in the 50 states and the District of Columbia; Puerto Rico, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands; the Department of Defense schools; and the Bureau of Indian Education.

From the dataset of 18,478 education agencies, 7,223 agencies that did not match the study population criteria were removed, for a total of 11,255 districts in the sample frame. Specifically, agencies that were located outside of the 50 states and the District of Columbia as well as in the five states that had not adopted the Common Core State Standards (CCSS) as of winter 2014 (Alaska, Minnesota, Nebraska, Texas, and Virginia). PSA also removed agencies that were not operating or that were regional education service agencies, federally and state-operated agencies, charter agencies, or designated as "other education agencies."

The dataset also included agencies that were component(s) of a supervisory union, sharing a superintendent and administrative services with other local school districts. In these cases, agencies defined as the "supervisory union" were retained and the component agencies associated with the unions were removed. Also removed from the sample were local education agencies (LEAs) that did not directly educate students through the employment of teachers and the operation of school buildings; many of these agencies represented towns that sent their

students to neighboring districts or cooperative districts. Finally, agencies that solely served special segments of the population, such as vocational centers or schools for special education students, were removed from the sample. Table 1 summarizes the districts that were removed from the dataset to create the final sample frame.

Table 1: Variables Used to Build 2014 Sample Frame

Variable Name	Variable Description	Use*	LEAs Subtracted	Unduplicated Deletions**
FIPST	American National Standards Institute (ANSI) state code	Eliminated LEAs from locations outside of the 50 states and the District of Columbia AND states who have not adopted the CCSS (X>56, X=02, X=27, X=31, X=48, X=51; n=2,642)	2,642	2,642
BOUND	The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES	Eliminated LEAs that had closed (X=2; n=185) or were temporarily closed (X=6; n=28). Eliminated one LEA in which a new agency has since opened and includes it.	214	2,856
TYPE	Agency type code	Eliminated agencies defined as "regional education service agencies" (X=4; n=1,137), "state-operated agencies" (X=5; n=243), "federally operated agencies" (X=0), "charter agencies" (X=7; n=2,070), and "other education agencies" (X=8; n=130)	3,580	6,436
UNION	Indicator linking supervisory units and component agencies	Eliminated agencies that were represented in the dataset as component agencies of a "supervisory union." Eliminated LEAs from CA (n=12), IN (n=2), ME (n=66), NH (n=176), NYC (n=33), and VT (n=293); eliminated supervisory unions from MT (n=56).	638	7,074
SCH	Number of schools associated with the agency	Eliminated LEAs that did not directly educate students (n=102)	102	7,176
n/a	n/a	Eliminated LEAs that served special populations of students (n=47)	47	7,223

Table reads: The FIPST variable eliminated LEAs that existed outside the 50 states and the District of Columbia and who have not adopted the CCSS; this variable netted 2,642 deletions, which brought the total number of unduplicated deletions to 2,642.

* The "X" stands for the variable name in each row.

** The unduplicated count is cumulative from top to bottom.

Survey Development

The challenge in developing the survey was to strike a reasonable balance between minimizing the response burden and collecting enough data to describe how LEAs are responding to local efforts to implement Common Core state assessments. The survey included 26 questions regarding district administrators' experiences implementing the CCSS state assessments, including how assessment results were being used to inform instruction and their general views on the number of tests that are administered to students.

As part of survey development, a draft of the instrument was sent to superintendents in eight school districts to pilot test. The superintendents were asked to review the survey and provide feedback on the appropriateness and clarity of the wording and on the focus of the survey questions. They were also asked to estimate the amount of time required to complete the survey and to indicate who else in their district might be involved in responding to individual items. The final version of the survey reflects the feedback that was received.

Survey Administration

In January 2016, CEP contacted the superintendents of the districts in the sample to explain the purpose of the survey, remind them of their participation in the 2014 study (when relevant), and to provide background information on CEP and its previous reports and research on district-level implementation of the CCSS. A week later, PSA emailed individualized links to the online survey to all 418 district superintendents; a few days later, PSA sent a reminder email. Two weeks after the initial email, PSA sent a second reminder email and subsequently followed up by phone with all non-responding districts.

Districts returned surveys between the end of January and the end of April 2016. Of the 418 districts included in the study sample, 215 submitted completed survey responses, 9 submitted partial responses, and 27 were disqualified from the study.¹ This corresponds to an overall response rate of 60 percent. Finally, 26 districts (6 percent) refused to participate in the survey.

Data Analysis

To conduct the analysis of the 2016 survey responses, CEP created a new set of survey weights based on the most recent Common Core of Data Local Education Agency Universe. At the time of our analysis, the most recent and finalized dataset was the 2013-14 edition. Using this dataset, CEP removed districts from the universe of local education agencies in the same manner that was used to develop the 2014 sample frame. Table 2 includes the variables and the number of LEAs removed to create the weighting frame for the 2016 analysis.

Table 2: Variables Used to Build 2016 Weighting Frame

Variable Name	Variable Description	Use*	LEAs Subtracted	Unduplicated Deletions**
FIPST	American National Standards Institute (ANSI) state code	Eliminated LEAs from locations outside of the 50 states and the District of Columbia AND states who have not adopted the CCSS (X>56, X=02 [Alaska], X=18 [Indiana], X=27 [Minnesota], X=31 [Nebraska], X=40 [Oklahoma], X=45 [South Carolina], X=48 [Texas], X=51 [Virginia]; n=3,508)	3,508	3,508

¹ District administrators were disqualified from the survey if they reported that: (1) their state ELA and math assessments were not aligned with the CCSS; (2) their state ELA and math assessments were not administered in spring 2015; or (3) they did not know whether their state ELA and math assessments were aligned with the CCSS.

Variable Name	Variable Description	Use*	LEAs Subtracted	Unduplicated Deletions**
BOUND	The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES	Eliminated LEAs that had closed (X=2; n=192) or were temporarily closed (X=6; n=24). Eliminated one LEA in which a new agency has since opened and includes it.	216	3,724
TYPE	Agency type code	Eliminated agencies defined as "regional education service agencies" (X=4; n=1,141), "state-operated agencies" (X=5; n=214), "federally operated agencies" (X=6, n=2), "charter agencies" (X=7; n=2,565), and "other education agencies" (X=8; n=85)	4,007	7,731
UNION	Indicator linking supervisory units and component agencies	Eliminated agencies that were represented in the dataset as component agencies of a "supervisory union." Eliminated LEAs from CA (n=10), ME (n=0), NH (n=179), NYC (n=33), and VT (n=294); eliminated supervisory unions from MT (n=56).	572	8,303
SCH	Number of schools associated with the agency	Eliminated LEAs that did not directly educate students (n=109)	109	8,412
n/a	n/a	Eliminated LEAs that served special populations of students (n=52)	52	8,464

Exhibit reads: The FIPST variable eliminated LEAs that existed outside the 50 states and the District of Columbia and who have not adopted the CCSS; this variable netted 3,508 deletions, which brought the total number of unduplicated deletions to 3,508.

* The "X" stands for the variable name in each row.

** The unduplicated count is cumulative from top to bottom.

To obtain the population estimates from the sample responses, we weighted response to reflect the proportion of districts by location type in states that had adopted the CCSS.

Exhibit 2: CCSS adopting state survey population, response rates, and weights

Location type	Number (and percent) of districts in the sample frame	Number (and percent) of district responses	Population weight
City	592 (5.7%)	15 (7.0%)	39.4667
Suburb	2,756 (26.7%)	47 (22.0%)	58.6383
Town	1,891 (18.3%)	41 (19.2%)	46.1220
Rural	5,082 (49.2%)	111 (51.9%)	45.7838
Total	10,321 (99.9%)	214 (100.1%)	

Table reads: There are 592 city districts in the sample frame; fifteen of the city districts sampled responded to the survey.

Confidence intervals for Survey Responses

Many of the tables, figures, and footnotes in the report provide information about whether the differences between estimated percentages is statistically significant. Statistical significance signals whether this difference is likely due to chance. If the difference is not statistically significant, then we cannot say with confidence that districts are more likely to do one thing or another.

For example, we estimate that 74% of district leaders in Common Core states responded that they never or seldom experienced technological problems during the administration of the spring 2015 CCSS math assessments. Nine percent of respondents experienced technological problems sometimes, 1% frequently or almost always, and 17% were not sure or that information was not available for the state's CCSS math assessment. The difference between 74% and 9% is statistically significant, which indicates that the differences are more than likely to not be explained by chance alone. Therefore, it is inferred that a higher percentage of districts never or seldom experienced technological difficulties during the spring 2015 CCSS math assessment relative to those who sometimes experienced difficulties during the same assessment.

One method of determining the statistical significance of the difference between the two percentages is to compare their confidence intervals, which provide information about the accuracy of the estimated percentages. If the confidence intervals for two percentages do not overlap, then the difference is usually statistically significant. Figure 1 below uses responses from a question from our survey to illustrate how to interpret confidence intervals and determine if a statistically significant difference between responses exist. In this case, the bars depicting confidence intervals for the estimated percentage of district officials who said their district had never or seldom experienced technological problems during the spring 2015 CCSS math assessment do not overlap with those bars for sometimes experiencing technological problems on the same assessment. This indicates that the differences between the two percentages (74% and 9%) are statistically significant.

For survey findings presented in this report, we estimated both the standard error and confidence interval for each of the estimated response frequencies. The estimated standard error of a proportion provides information about the accuracy of the percentage estimate. The size of the standard error is influenced by the distribution of responses, the number of respondents, and the size of the population. Estimated standard errors are used to construct confidence intervals for the estimated percent. The confidence intervals for a proportion indicate the degree of certainty that the true value for the population of all districts in the CCSS-implementing states is in a particular range. For proportions, the confidence interval is not symmetric relative to the estimated percent (except in the case where the estimated percent equals 50); this is because a proportion has a lower and upper bound (0 and 1, respectively), and the boundary affects the calculation of the interval.

Figure 1. Confidence intervals for table 1

Frequency of technological problems in administering spring 2015 CCSS assessments on computers: Batteries of mobile devices (e.g. laptops, tablets) losing charge

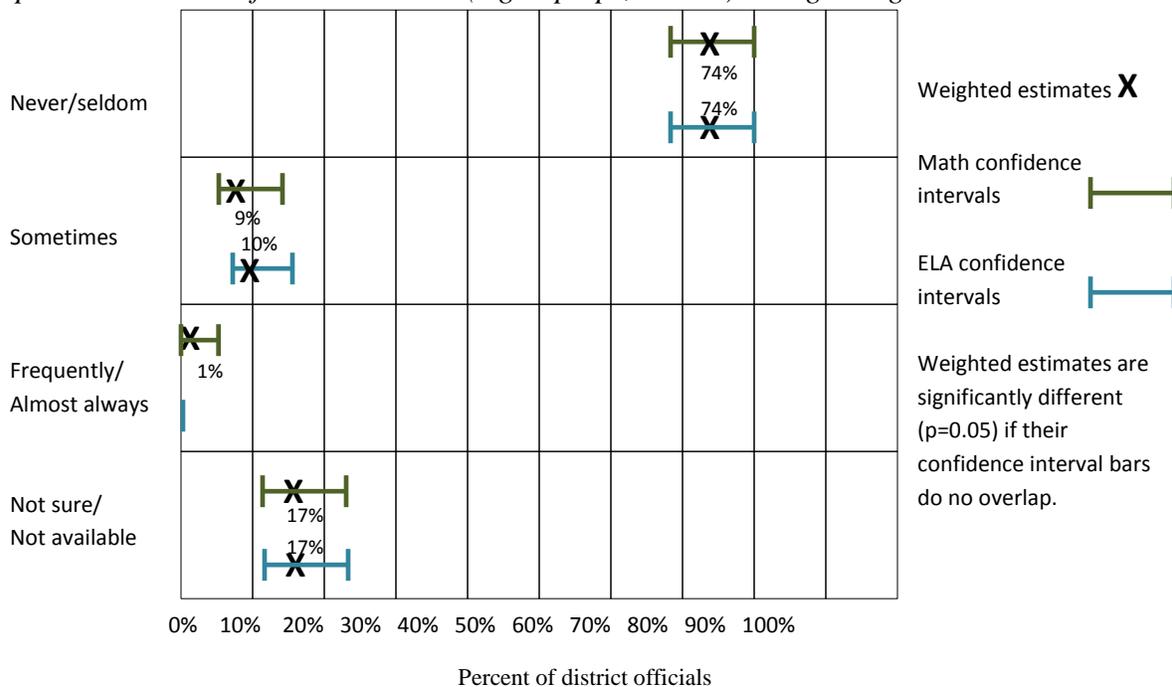


Figure reads: In 2016, 74% of district officials in Common Core-implementing states responded that they never or seldom experienced batteries of mobile devices, such as laptops and tablets, losing charge when administering the math and English language arts (ELA) spring 2015 CCSS assessments. District officials reported they sometimes experienced this problem during math (9%) and ELA (10%) assessments, frequently or almost always experienced this problem with math (1%) assessments, and 17% of officials were not sure if their district experienced these problems with both assessments or the information was not available.

Note: The 95% confidence intervals for the estimates in the figure are as follows:

Math: 74 (67, 80); 9 (5, 14); 1 (0, 5); 17 (12, 23)

ELA: 74 (66, 80); 10 (6, 15); 0 (0, 0); 17 (12, 23).

This means, for example, that we are 95% certain that the actual percentage of district leaders who said their district never or seldom experienced batteries of mobile devices, such as laptops and tablets, losing charge during math assessments is between 67% and 80%.

The confidence intervals and standard errors for all the estimates, figures, and tables presented in the main body of the report follows.

**Confidence intervals for estimates presented in
Table 1. District leaders' views on new CCSS assessments
compared with previous state assessments**

	Agree	Disagree	Too soon to tell/ not sure
Math			
Does a better job of measuring higher-order analytical skills and performance skills than your state's assessments that were aligned to your state's previous math standards	49 (3.8) [41.8, 56.6]	9 (2.1) [5.1, 13.7]	42 (3.7) [35.2, 49.9]
Is an improvement over your state's assessments that were aligned to your state's previous math standards	45 (3.8) [37.8, 52.6]	15 (2.7) [10.1, 20.8]	40 (3.7) [33.2, 47.8]
ELA			
Does a better job of measuring higher-order analytical skills and performance skills than your state's assessments that were aligned to your state's previous ELA standards	51 (3.8) [43.5, 58.2]	8 (2.1) [4.7, 13.0]	41 (3.7) [34.1, 48.7]
Is an improvement over your state's assessments that were aligned to your state's previous ELA standards	42 (3.7) [34.9, 49.5]	15 (2.7) [10.6, 21.4]	42 (3.7) [35.6, 50.2]

Table reads: An estimated 49% of district leaders agreed that their state's CCSS assessment in math does a better job of measuring higher-order analytical skills and performance skills than did their state's assessment aligned to previous math standards.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who agree that their state's current math assessment does a better job of measuring higher-order analytical skills and performance skills than their state's previous math assessment is between 42% and 57%.

**Confidence intervals for estimates presented in
Table 2. District leaders' view about the impact of their state's
CCSS assessments on instruction**

	Agree	Disagree	Too soon to tell/ not sure
Math			
Yields information that will inform instruction in mathematics	42 (3.7) [34.7, 49.3]	15 (2.8) [10.7, 21.7]	43 (3.7) [35.6, 50.3]
Is driving math instruction in positive ways	40 (3.7) [32.7, 47.2]	14 (2.6) [9.9, 20.4]	46 (3.8) [38.6, 53.4]
ELA			
Yields information that will inform instruction in English language arts	44 (3.7) [36.5, 51.2]	14 (2.6) [9.7, 20.2]	42 (3.7) [35.0, 49.6]
Is driving ELA instruction in positive ways	40 (3.7) [33.0, 47.5]	14 (2.6) [9.2, 19.6]	46 (3.8) [39.1, 53.8]

Table reads: An estimated 42% of district leaders agreed that their state's CCSS assessment in math yields information that will inform instruction.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who agree that their state's current math assessment yields information that will inform instruction in mathematics is between 35% and 49%.

**Confidence intervals for estimates presented in
Table 3. District leaders' views of the helpfulness of information
from their state's CCSS assessment**

	Agree	Disagree	Too soon to tell/ not sure
Math			
Meets your district's needs for student achievement information in math	28 (3.4) [22.0, 35.4]	22 (3.1) [16.7, 29.1]	50 (3.8) [42.1, 56.9]
Is producing results that are understood and used by teachers	25 (3.3) [19.0, 31.9]	21 (3.1) [15.9, 28.2]	54 (3.8) [46.2, 61.0]
Is producing results that are understood and used by parents and students	11 (2.3) [7.1, 16.5]	35 (3.6) [24.8, 42.0]	55 (3.8) [47.0, 61.8]
ELA			
Meets your district's needs for student achievement information in ELA	32 (3.5) [25.2, 39.0]	22 (3.1) [16.6, 29.0]	46 (3.8) [38.8, 53.6]
Is producing results that are understood and used by teachers	27 (3.4) [21.3, 34.5]	22 (3.1) [16.7, 29.1]	50 (3.8) [42.9, 57.7]
Is producing results that are understood and used by parents and students	13 (2.5) [8.5, 18.4]	33 (3.5) [25.9, 39.8]	55 (3.8) [47.4, 62.1]

Table reads: An estimated 28% of district leaders agreed that their state's assessment to measure students' mastery of the CCSS in math meets their district's needs for student achievement information.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who agree that their state's current math assessment meets their district's needs for student achievement information in math is between 22% and 35%.

**Confidence intervals for estimates presented in
Table 4. District leaders' views on stakeholder support for the
Common Core State Standards**

	A majority supports the CCSS	Support is mixed	A majority opposes the CCSS	Not sure
School district leaders	62 (3.7) [54.2, 68.5]	29 (3.4) [22.8, 36.2]	7 (2.0) [4.2, 12.2]	2 (1.0) [0.8, 5.3]
Principals	61 (3.7) [54.0, 68.3]	31 (3.5) [24.6, 38.3]	6 (1.8) [3.4, 10.7]	2 (0.9) [0.5, 4.6]
Teachers	43 (3.7) [36.2, 50.8]	47 (3.8) [39.5, 54.2]	9 (2.1) [5.5, 14.2]	1 (0.7) [0.2, 3.9]
School board members	43 (3.7) [36.0, 50.7]	44 (3.7) [36.6, 51.3]	8 (2.0) [4.6, 12.7]	5 (1.6) [2.8, 9.6]
Parents	27 (3.4) [20.6, 33.8]	57 (3.7) [49.2, 63.8]	10 (2.2) [6.3, 15.4]	7 (1.9) [3.8, 11.6]
The business community	19 (2.9) [13.5, 25.0]	37 (3.6) [29.9, 44.1]	8 (2.0) [4.9, 13.1]	37 (3.6) [29.8, 44.0]
Local elected officials	15 (2.7) [10.0, 20.6]	37 (3.6) [30.4, 44.7]	10 (2.2) [6.6, 15.5]	38 (3.7) [31.1, 45.5]
Other (please explain):	0 (0.0) [0.0,0.0]	10 (4.8) [3.6, 24.6]	0 (0.0) [0.0,0.0]	90 (5.2) [72.2,94.1]

Table reads: An estimated 61% of district leaders said that a majority of principals support the CCSS.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders that said a majority of school district leaders support the CCSS is between 54% and 69%.

**Confidence intervals for estimates presented in
Table 5. District leaders' views on stakeholder support for their
state's CCSS assessments**

	A majority supports the state assessments aligned with the CCSS	Support is mixed	A majority opposes the state assessments aligned with the CCSS	Not sure
School district leaders	50 (3.8) [42.9, 57.7]	34 (3.5) [27.2, 41.1]	12 (2.5) [7.9, 17.8]	4 (1.5) [1.8, 8.1]
Principals	50 (3.8) [42.9, 57.7]	38 (3.6) [30.7, 45.0]	10 (2.3) [6.4, 15.6]	2 (1.0) [0.8, 5.3]
School board members	35 (3.6) [28.2, 42.4]	48 (3.8) [40.6, 55.3]	12 (2.5) [7.8, 17.7]	5 (1.6) [2.8, 9.6]
Teachers	30 (3.5) [23.7, 37.3]	52 (3.8) [44.5, 59.3]	17 (2.8) [11.6, 22.8]	2 (0.9) [0.5, 4.6]
Parents	20 (3.0) [14.3, 26.1]	56 (3.7) [49.0, 63.6]	17 (2.9) [12.4, 23.7]	7 (1.9) [3.8, 11.6]
The business community	14 (2.6) [9.9, 20.3]	36 (3.6) [29.1, 43.3]	12 (2.5) [8.1, 18.0]	38 (3.7) [30.7, 45.0]
Local elected officials	11 (2.4) [7.3, 16.8]	35 (3.6) [28.1, 42.1]	14 (2.6) [9.9, 20.3]	40 (3.7) [32.7, 47.2]
Other (please explain):	3 (2.7) [0.4, 18.0]	22 (6.2) [11.6, 36.4]	4 (2.8) [0.9, 15.3]	72 (6.8) [56.5, 83.3]

Table reads: An estimated 50% of district leaders said that a majority of principals support their state's Common Core assessments.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders that said a majority of school district leaders support the state assessments aligned with the CCSS is between 43% and 58%.

**Confidence intervals for estimates presented in
Table 6. Activities in school 2014-15 to prepare students for
spring 2015 CCSS assessments**

Activity	Yes	No	Not sure	N/A
Review of released assessment items	78 (2.9) [71.4,82.6]	12 (2.2) [8.1,16.8]	8 (1.8) [4.6,12.0]	3 (1.2) [1.5,6.8]
Administration of practice tests in a computer-based format to familiarize students with their features	77 (2.9) [70.5,81.9]	13 (2.3) [9.4,18.8]	2 (0.9) [0.7,4.9]	8 (1.9) [5.0,12.6]
Review of released scoring rubrics for open-ended questions	63 (3.3) [56.4,69.4]	17 (2.6) [12.6,22.8]	15 (2.5) [11.0,20.8]	5 (1.4) [2.4,8.2]
Administration of formative assessments based on the CCSS summative assessment	60 (3.4) [52.9,66.2]	24 (2.9) [18.8,30.3]	14 (2.4) [9.9,19.4]	2 (1.0) [0.9,5.3]
Instruction in keyboarding	60 (3.4) [52.9,66.1]	26 (3.0) [20.3,32.2]	4 (1.3) [1.8,7.3]	11 (2.2) [7.3,15.9]
Administration of practice tests in a paper-based format to familiarize students with their features	40 (3.4) [33.3,46.6]	45 (3.5) [38.6,52.1]	5 (1.5) [2.8,9.1]	10 (2.0) [6.4,14.6]
Other (Please explain)	13 (4.5) [6.2, 23.6]	10 (3.7) [4.2, 20.0]	7 (3.4) [2.5, 17.8]	71 (5.9) [58.1, 81.3]

Table reads: An estimated 78% of district leaders reported that schools in their district reviewed released assessment items during school year 2014-15 as a way to prepare students for the spring 2015 administration of state CCSS assessments.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders said that their school district reviewed released assessment item to prepare students for CCSS-aligned state assessments is between 71% and 83%.

**Confidence intervals for estimates presented in
Table 7. Change in test-preparation activities in school year
2015-16 compared with 2014-15**

	Increased focus	Same level of focus	Decreased focus	Not sure	N/A: Was not a focus in 2015
Administration of formative assessments based on the CCSS summative assessment	34 (3.3) [27.8,40.7]	46 (3.4) [39.1,52.6]	2 (1.0) [0.8,5.4]	10 (2.1) [6.8,15.2]	8 (1.9) [5.0,12.5]
Review of released test items	33 (3.3) [27.0,39.7]	53 (3.4) [46.2,59.7]	2 (0.8) [0.5,4.5]	6 (1.6) [3.2,9.6]	7 (1.8) [4.2,11.3]
Administration of practice tests in a computer-based format to familiarize students with their features	32 (3.2) [25.6,38.2]	49 (3.4) [42.4,55.9]	3 (1.3) [1.6,6.9]	2 (1.0) [0.8,5.3]	14 (2.4) [9.9,19.3]
Review of released scoring rubrics for open-ended questions	25 (3.0) [19.9,31.8]	53 (3.4) [46.1,59.6]	3 (1.2) [1.1,6.1]	10 (2.1) [6.7,14.9]	9 (1.9) [5.9,13.6]
Instruction in keyboarding	23 (2.9) [17.8,29.3]	54 (3.4) [46.9,60.4]	1 (0.6) [0.1,4.0]	3 (1.2) [1.6,6.8]	19 (2.7) [14.6,25.3]
Administration of practice tests in a paper-based format to familiarize students with their features	6 (1.6) [3.7,10.4]	46 (3.4) [39.1,52.6]	16 (2.5) [11.1,21.1]	3 (1.1) [1.2,6.1]	30 (3.2) [23.8,36.2]

Table reads: Based on their districts' experience with the spring 2015 CCSS summative assessments in math and ELA, an estimated 34% of district leaders reported that their district increased its focus on administering formative assessments during school year 2015-16 to prepare students for the spring 2016 exams.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders that reported schools in their district increased focus on the administration of formative assessments based on the CCSS summative assessment is between 28% and 41%.

**Confidence intervals for estimates presented in
Figure 1. Estimated time spent by the average student in school
year 2014-15 on test preparation for spring 2015 CCSS
assessments**

Estimated amount of time spent on test-prep activities	Percentage of district leaders
One week or less	58 (3.5) [50.9,64.6]
More than one week but less than 2 weeks a year	14 (2.4) [9.6,19.3]
More than 2 weeks but less than a month a year	9 (2.0) [5.3,13.4]
One month or more	10 (2.1) [6.2,14.5]
Other (Please explain)	2 (0.9) [0.7,4.9]
Not sure	8 (2.0) [5.2,13.1]

Figure reads: An estimated 58% of district leaders reported that the average student in their district spent one week or less during the 2014-15 school year on activities to prepare for the 2015 state CCSS math and ELA assessments.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders that said the average student spent one week or less on test preparation activities during the 2014-15 school year is between 51% and 65%.

**Confidence intervals for estimates presented in
Page 12, paragraph 2**

Assessment administration format	ELA	Math
Primarily computer-based tests	67 (3.3) [60.0,72.8]	67 (3.3) [60.0,72.8]
Primarily paper-based tests	20 (2.7) [14.7,25.5]	20 (2.8) [15.1,26.0]
Combination of computer-based and paper	14 (2.4) [9.6,19.3]	13 (2.4) [9.2,18.8]

Figure reads: An estimated 67% of district leaders said their district primarily administered their state's CCSS-aligned ELA assessments using a computer-based format.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who reported that their district primarily administered their state's CCSS-aligned ELA assessments using a computer-based format is between 60% and 73%.

**Confidence intervals for estimates presented in
Page 12, paragraph 3**

	Combination of computer-based and paper-based tests, 2016	Primarily computer-based tests, 2016	Primarily paper-based tests, 2016	Not sure, 2016	N/A, 2016
Math					
Combination of computer-based and paper-based tests, 2015	60 (9.5) [41.0, 76.8]	36 (9.3) [20.5, 55.8]	0 (0.0)	0 (0.0)	3 (3.3) [0.5, 20.8]
Primarily computer-based tests, 2015	2 (1.1) [0.4, 6.1]	95 (1.9) [89.6, 97.6]	1 (1.0) [0.3, 5.3]	0 (0.0)	2 (1.3) [0.7, 6.7]
Primarily paper-based tests, 2015	0 (0.0)	11 (4.7) [4.6, 24.0]	85 (5.4) [70.7, 92.5]	2 (2.2) [0.3, 14.6]	2 (2.2) [0.3, 14.5]
ELA					
Combination of computer-based and paper-based tests, 2015	62 (9.3) [42.6, 77.6]	35 (9.1) [19.8, 54.3]	0 (0.0)	0 (0.0)	3 (3.2) [0.4, 20.2]
Primarily computer-based tests, 2015	2 (1.1) [0.4, 6.1]	95 (1.9) [89.5, 97.6]	1 (1.0) [0.3, 5.3]	0 (0.0)	2 (1.3) [0.7, 6.8]
Primarily paper-based tests, 2015	0 (0.0)	9 (4.4) [3.4, 22.1]	86 (5.3) [72.2, 93.7]	2 (2.4) [0.3, 15.2]	2 (1.1) [1.0, 5.7]

Figure reads: An estimated 60% of district leaders who said that their district used a combination of computer-based and paper-based tests for the 2015 state math assessment administration also said their district planned to use a combination of computer- and paper-based tests in the 2016 state math assessment administration

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who reported that their district used a combination of computer-based and paper-based tests for the 2015 state math assessment administration *and* also said their district planned to use a combination of computer- and paper-based tests in the 2016 state math assessment administration is between 41% and 77%.

**Confidence intervals for estimates presented in
Table 8. Frequency of technology problems in administering
spring 2015 CCSS assessments on computers**

Problem	Never/Seldom	Sometimes	Frequently/ Almost Always	Not Sure/Not Available
Math				
Batteries of mobile devices (e.g. laptops, tablets) losing charge	74 (3.4) [66.8,80.3]	9 (2.2) [5.0,13.9]	1 (0.7) [0.1,5.1]	17 (2.9) [11.7,23.3]
Mobile Devices (e.g. laptops, tablets) needing to be reset	65 (3.8) [56.9,71.6]	16 (2.9) [10.6,22.1]	3 (1.4) [1.3,7.5]	17 (2.9) [11.7,23.3]
Tests not formatting properly on laptops or tablets	63 (3.8) [55.7,70.5]	17 (2.9) [11.7,23.2]	4 (1.6) [2.0,8.9]	16 (2.8) [10.8,22.0]
Testing sessions timing out (e.g. during long reading sessions)	60 (3.8) [52.2,67.2]	27 (3.5) [20.6,34.3]	7 (2.0) [4.0,12.1]	6 (1.9) [3.3,11.1]
Computers or servers freezing	58 (3.9) [50.4,65.5]	29 (3.5) [22.4,36.3]	8 (2.2) [4.9,13.7]	5 (1.6) [2.3,9.2]
Unexpected log-off from internet	57 (3.9) [48.9,64.1]	29 (3.6) [22.4,36.4]	10 (2.4) [6.3,15.8]	4 (1.6) [2.0,8.8]
Student difficulty logging into the test	56 (3.9) [48.4,63.7]	30 (3.6) [23.5,37.7]	9 (2.2) [5.2,14.2]	5 (1.8) [2.5,9.8]
ELA				
Batteries of mobile devices (e.g. laptops, tablets) losing charge	74 (3.4) [66.3,79.9]	10 (2.3) [5.9,15.1]	0 (0.0) [0.0,0.0]	17 (2.9) [11.8,23.4]
Mobile Devices (e.g. laptops, tablets) needing to be reset	62 (3.8) [54.3,69.2]	16 (2.9) [11.2,22.8]	4 (1.6) [1.7,8.5]	18 (3.0) [12.8,24.6]
Tests not formatting properly on laptops or tablets	64 (3.8) [56.4,71.1]	15 (2.8) [10.6,21.8]	4 (1.5) [1.7,8.1]	17 (2.9) [11.8,23.4]
Testing sessions timing out (e.g. during long reading sessions)	61 (3.8) [52.9,67.9]	28 (3.5) [21.6,35.4]	6 (1.9) [3.6,11.3]	5 (1.7) [2.5,9.7]
Computers or servers freezing	58 (3.8) [50.1,65.2]	28 (3.5) [21.7,35.5]	9 (2.3) [5.8,14.9]	5 (1.6) [2.3,9.1]
Unexpected log-off from internet	58 (3.9) [49.8,64.9]	29 (3.5) [22.3,36.2]	10 (2.3) [5.8,15.0]	4 (1.6) [2.0,8.8]
Student difficulty logging into the test	57 (3.9) [48.8,64.0]	30 (3.6) [23.7,37.8]	8 (2.2) [4.8,13.9]	5 (1.7) [2.4,9.5]

Table reads: Of the district leaders whose district relied primarily on computers or a combination of computer and paper formats to administer the 2015 CCSS assessment in math, an estimated 74% reported that mobile devices seldom or never lost their charge during the math test administration.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who said their district relied primarily on computers or a combination of computers and paper based formats to administer the 2015 CCSS assessment in math *and* that the batteries of mobile devices (e.g. laptops, tablets) losing charge seldom or never occurred during the math test administration is between 67% and 80%.

**Confidence intervals for estimates presented in
Table 9. District action to improve student learning due to
spring 2015 CCSS assessment results**

Action	Yes, we have done this	No, but we are working on a plan to do this	No, we do not intend to do this	Don't Know
Revise instructional strategies aimed at improving student achievement	67 (3.3) [60.4,73.1]	21 (2.8) [16.1,27.2]	9 (2.0) [6.1,14.2]	2 (1.0) [1.0,5.6]
Tailor remediation services for students who did not score at the proficient level on the 2015 CCSS assessment	60 (3.4) [53.0,66.3]	23 (2.9) [18.0,29.5]	13 (2.3) [9.2,18.5]	4 (1.3) [1.8,7.3]
Revise curriculum materials	56 (3.4) [48.7,62.2]	26 (3.0) [20.5,32.4]	16 (2.5) [11.2,21.2]	3 (1.2) [1.3,6.4]
Revise teacher professional development	52 (3.5) [45.1,58.7]	29 (3.2) [23.1,35.6]	15 (2.5) [10.8,20.6]	4 (1.3) [2.1,7.7]
Revise principal professional development	36 (3.3) [29.5,42.6]	31 (3.2) [25.2,37.9]	29 (3.1) [23.2,35.4]	4 (1.3) [2.1,7.7]

Table reads: An estimated 67% of district leaders reported that their district used the results of the spring 2015 CCSS assessments to revise instructional strategies aimed at improving student achievement.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who said schools in their district used the results of the spring 2015 CCSS assessments to revise instructional strategies aimed at improving student achievement is between 60% and 73%.

**Confidence intervals for estimates presented in
Table 10. District change in math and ELA curriculum and
instruction due to 2015 CCSS assessment results**

Action	Yes, have made or are planning to make change	No, we have not and do not plan to make this change	Not sure
Math			
Provide professional development for teachers to implement new instructional strategies	82 (2.7) [75.7,86.3]	15 (2.5) [10.9,20.8]	3 (1.2) [1.5,6.7]
Increase focus on cross-disciplinary practices	59 (3.4) [52.2,65.5]	34 (3.3) [27.9,40.8]	7 (1.7) [4.2,11.3]
Adopt new textbooks/ curriculum materials	51 (3.5) [44.2,57.8]	44 (3.5) [37.4,50.9]	5 (1.5) [2.7,8.8]
Change the daily or weekly class schedule to give teachers more planning/collaboration time	40 (3.4) [33.3,46.7]	55 (3.5) [48.2,61.7]	5 (1.5) [2.8,9.1]
Change the daily or weekly class schedule to give students longer periods in tested subjects	36 (3.3) [29.7,42.7]	58 (3.4) [51.2,64.6]	6 (1.6) [3.5,10.2]
Hire an instructional coach	21 (2.8) [16.2,27.4]	74 (3.1) [67.0,79.1]	5 (1.6) [2.9,9.3]
Increase the number of staff teaching the subject	14 (2.4) [9.6,19.0]	81 (2.8) [74.5,85.4]	6 (1.7) [3.3,10.1]
Contract with a new/different instructional coach	6 (1.7) [3.4,10.2]	88 (2.3) [82.7,91.8]	6 (1.7) [3.5,10.3]
ELA			
Provide professional development for teachers to implement new instructional strategies	79 (2.8) [72.8,84.0]	17 (2.6) [12.3,22.6]	4 (1.4) [2.2,8.0]
Increase focus on cross-disciplinary practices	65 (3.3) [58.0,71.0]	30 (3.2) [24.2,36.7]	5 (1.5) [2.8,9.1]
Adopt new textbooks/ curriculum materials	47 (3.5) [40.1,53.7]	50 (3.5) [43.2,56.8]	3 (1.2) [1.5,6.6]
Change the daily or weekly class schedule to give teachers more planning/collaboration time	38 (3.4) [32.0,45.2]	54 (3.4) [47.6,61.1]	7 (1.8) [4.3,11.6]
Change the daily or weekly class schedule to give students longer periods in tested subjects	33 (3.3) [27.3,40.1]	60 (3.4) [52.7,66.0]	7 (1.8) [4.3,11.4]
Hire an instructional coach	21 (2.9) [16.1,27.4]	73 (3.1) [66.4,78.6]	6 (1.7) [3.3,10.1]
Increase the number of staff teaching the subject	8 (1.9) [5.1,12.8]	84 (2.6) [78.4,88.5]	8 (1.9) [4.8,12.3]
Contract with a new/different instructional coach	4 (1.3) [2.1,7.6]	91 (2.0) [86.0,94.0]	5 (1.6) [2.9,9.3]

Table reads: In response to results of the 2015 CCSS state assessment in math, an estimated 82% of district leaders reported that their district has provided or was planning to provide professional development for teachers to help them implement new instructional strategies.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who said that their district has provided or was planning to provide professional development for teachers to help them implement new instructional strategies based on the results of the 2015 CCSS state math assessment is between 76% and 86%.

**Confidence intervals for estimates presented in
Page 16, Paragraphs 10-11**

Grade	About Right	Too Long	Other	Not sure
Math				
Grade 3	38 (3.4) [31.1,44.4]	56 (3.5) [48.6,62.2]	1 (0.7) [0.2,3.7]	6 (1.6) [3.5,10.2]
Grade 4	42 (3.5) [35.2,48.8]	52 (3.5) [44.6,58.4]	1 (0.7) [0.2,3.8]	6 (1.6) [3.2,9.7]
Grade 5	43 (3.5) [36.4,50.1]	50 (3.5) [43.4,57.2]	1 (0.7) [0.2,3.7]	6 (1.6) [3.2,9.7]
Grades 6-8	50 (3.5) [43.2,56.9]	44 (3.5) [37.2,50.9]	1 (0.8) [0.4,4.3]	5 (1.4) [2.5,8.5]
Grades 9-12	53 (3.9) [45.5,60.6]	39 (3.8) [31.8,46.7]	2 (1.1) [0.8,5.7]	6 (1.8) [3.1,10.4]
ELA				
Grade 3	37 (3.4) [30.4,43.7]	56 (3.5) [48.8,62.5]	1 (0.7) [0.2,3.7]	7 (1.7) [3.9,10.7]
Grade 4	40 (3.5) [33.1,46.7]	54 (3.5) [46.7,60.5]	1 (0.7) [0.2,3.8]	6 (1.6) [3.2,9.7]
Grade 5	41 (3.5) [33.9,47.5]	53 (3.5) [46.0,59.8]	1 (0.7) [0.2,3.8]	6 (1.6) [3.2,9.7]
Grades 6-8	46 (3.5) [39.3,53.1]	48 (3.5) [40.9,54.7]	1 (0.8) [0.5,4.3]	5 (1.4) [2.5,8.5]
Grades 9-12	54 (3.9) [46.6,61.8]	38 (3.8) [30.7,45.5]	2 (1.1) [0.8,5.7]	6 (1.8) [3.1,10.4]

Figure reads: Approximately 38% of district officials reported that their state's CCSS-aligned 3rd grade math assessment was about the right length.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who said that their state's CCSS-aligned 3rd grade math assessment was about the right length is between 31% and 44%.

**Confidence intervals for estimates presented in
Figure 2. District leaders' views about the total amount of
testing**

Grade span	Too much	About right	Too little	Not sure
Elementary school students	72 (3.2) [65.2,77.6]	25 (3.1) [19.9,31.9]	2 (0.9) [0.7,4.9]	1 (0.7) [0.2,3.7]
Middle/junior high school students	66 (3.4) [59.0,72.2]	31 (3.3) [25.1,38.1]	2 (1.1) [1.0,5.7]	1 (0.5) [0.1,3.4]
High school students	63 (3.7) [55.6,70.3]	31 (3.6) [24.6,38.8]	5 (1.6) [2.6,9.4]	1 (0.6) [0.1,4.0]

Figure reads: An estimated 72% of district leaders said that elementary school students were tested too much.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who said that elementary school students were tested too much is between 65% and 78%.

**Confidence intervals for estimates presented in
Table 11. District leaders' views on which tests to keep, reduce
in frequency, or eliminate**

	Keep	Reduce in frequency	Eliminate	Not sure
Teacher-created tests	87 (2.8) [80.3,91.4]	10 (2.5) [6.2,16.4]	1 (0.6) [0.1,4.3]	2 (1.2) [0.9,6.2]
Teacher-created quizzes	83 (3.1) [76.0,88.2]	14 (2.8) [8.8,20.2]	1 (0.8) [0.3,4.6]	2 (1.2) [0.9,6.2]
District-mandated assessments	56 (4.2) [47.1,63.6]	42 (4.2) [34.0,50.4]	1 (0.7) [0.1,4.7]	2 (1.1) [0.6,5.8]
Other exams, such as language proficiency or college entrance exams	56 (4.2) [47.6,64.2]	32 (4.0) [24.5,40.0]	7 (2.1) [3.4,12.2]	6 (2.0) [2.8,11.1]
State-mandated assessments	11 (2.6) [7.1,17.6]	63 (3.9) [54.6,70.0]	22 (3.3) [15.8,29.0]	4 (1.6) [2.1,8.9]

Table reads: Among district leaders who said that students are tested too much, an estimated 87% reported that, among all the tests that are currently administered in their district, they would keep the teacher-created tests.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who said students are tested too much *and* would keep the teacher-created tests among all the tests that are currently administered in their district is between 80% and 91%.

**Confidence intervals for estimates presented in
Table 12. District actions to reduce or eliminate district-
mandated assessments**

Activity	Percentage of respondents
Yes, my district is reviewing our mandated assessments to decide which ones to keep and which ones to eliminate	61 (6.3) [47.7,72.5]
Yes, my district has reduced or eliminated some of our district-mandated assessments	10 (3.8) [4.3,20.6]
No, my district has not discussed reducing or eliminating district-mandated assessments	28 (5.8) [17.8,40.9]
Not sure	0 (0.0)
Other (please explain)	2 (1.6) [0.2,10.8]

Table reads: Among district leaders who said students are tested too much and indicated that they would eliminate or reduce the frequency of district-mandated assessments, an estimated 62% reported that their district is reviewing their mandated assessments to decide which ones to keep and which ones to eliminate.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who said 1) students are tested too much 2) indicated that they would eliminate or reduce the frequency of district-mandated assessments, *and* 3) work in districts that are reviewing their mandated assessments to decide which ones to keep and which ones to eliminate is between 48% and 73%.

**Confidence intervals for estimates presented in
Figure 3. District leaders' estimates of the share of students
opting out of spring 2015 CCSS assessments**

Percent of Students Opting Out	Math	ELA
No students opted out of the spring 2015 assessment	35 (3.3) [28.6,41.4]	35 (3.3) [28.7,41.6]
Greater than 0 but less than or equal to 5%	43 (3.4) [36.5,50.1]	43 (3.5) [36.7,50.3]
Greater than 5%	13 (2.4) [9.1,18.5]	13 (2.4) [9.2,18.6]
Not sure/Not applicable	7 (1.8) [4.6,11.9]	7 (1.8) [4.2,11.4]
Other (please explain)	2 (0.9) [0.5,4.9]	2 (0.9) [0.5,4.9]

Table reads: An estimated 35% of district leaders reported that no students opted out of the spring 2015 state math CCSS assessments.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders who said that no students opted out of the spring 2015 state math CCSS assessments is between 29% and 41%.

**Confidence intervals for estimates presented in
Figure 4. District leaders' estimates of whether opt-out rates
are concentrated in certain grades**

School Level	Math	ELA
No, the rate at which students opted out of the CCSS-aligned assessments was fairly consistent across the school levels in this district (i.e., elementary, middle, and/or high school)	52 (5.9) [39.9,63.0]	52 (5.9) [39.9,63.0]
Yes, greater proportions of students were opting out at a particular school level(s)	38 (5.7) [27.5,50.0]	37 (5.7) [26.4,48.8]
Not sure	5 (2.4) [1.8,12.6]	6 (2.7) [2.5,14.3,]
Other (Please explain)	5 (2.7) [2.0,13.9]	5 (2.7) [2.0,13.9]

Table reads: Of the leaders of K-12 districts who indicated that some of their students had opted out of the state's 2015 math CCSS assessment, an estimated 52% reported that the rate at which students opted out was fairly consistent across the school levels (i.e., elementary, middle, and/or high school) in their district.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders in K-12 school districts who indicated that some of their students had opted out of the state's 2015 math CCSS assessment *and* also said that the rate at which students opted out was fairly consistent across the school levels (i.e., elementary, middle, and/or high school) in their district is between 40% and 63%.

**Confidence intervals for estimates presented in
Figure 5. District leaders' view about whether their opinions are
factored into state and federal education decisions**

	Yes	No	Don't know
At the state level	23 (4.2) [15.3, 31.8]	69 (4.6) [58.9,77.1]	9 (2.8) [4.5,16.2]
At the national level	4 (1.9) [1.4, 9.7]	83 (3.8) [73.7, 88.8]	14 (3.5) [8.2, 22.1]

Figure reads: An estimated 23% of district leaders said their opinion is factored at least most of the time into the decision-making process at the state level.

Note: The 95% confidence intervals for the estimates in the table mean that, for example, we are 95% certain that the actual percentage of district leaders that said their opinion is factored at least most of the time into the decision-making process at the state level is between 15% and 32%.

Open-ended responses

Page #	Full response
5	The NJASK and the HSPA were not valid and reliable assessments. Now we have an assessment that truly assesses student learning.
5	The idea that the test is too difficult for students is mollycoddling. The test is challenging, and that is good. Difficult tasks are good for children, but only if the adults teach such things a perseverance. Testing is a vital part of any educational program.
5	We welcome rigor and managed to glean some useful information from PARCC data, especially in math. However, it required a lot of explaining on our part. The test was (and remains) very poorly organized. Results were very late (late November for a spring test). PARCC did not score subclaims as their rubrics listed, so results were not at all transparent, and the tests were far too long.
7	Our community includes a military base and they love have the CCSS. The only problem is our state (KS) doesn't give the results soon enough for them to take with them to new states to help guide placement in new schools. Late Fall is when we have been getting results.
7	Due to the late release of scores, we have been delayed in our ability to make instructional decisions using these scores. We intend to do this more in 2016 during a normal assessment and score release cycle. There were also concerns with the initial administration of the assessment that reduced confidence in these scores.
7	We have tried to respond to the state CCSS assessments but we do not receive any item analysis or breakdown on how our students perform on multiple choice versus constructed responses. It is very difficult to glean useful information from the results.
7	The exams provide little useful information beyond what teachers already know about student abilities. The parent "opt-out" movement has further questioned the validity of these exams for assessing programs and instruction. The best social science research from the past 50 years demonstrates that the correlation between test scores and instructional quality is less powerful than the correlation with out of school factors like poverty, parental education, school integration, etc. -- however those who back the testing movement continue to ignore the power of social class and insist that we draw conclusions regarding instruction based solely on these exam scores. Such insistence is counterproductive to our instructional practices, and deflects attention from the real issues that we are facing in society that are reflected in our schools.
9	The CCSS is a far better set of standards for many reasons. One of which is the alignment to college readiness. They are also vertically aligned which makes it possible to plot growth which was never possible before. The downside is that the data is not granular enough to truly inform instruction and intervention. It serves only as a general indicator of program alignment to success on the CCSS. We need assessments that are formative and built directly into instruction, not another summative assessment that is primarily used as an accountability instrument. Computer adaptive assessment with individualized instruction is now possible, full adoption of systems that give teachers ongoing, CCSS aligned data derived from instruction is what we should be shooting for as a society. Teachers need to know exactly what each student needs each day to help them improve from wherever they are. That is the type of assessment that we really need. The CCSS is great, we need tools to help us help all kids achieve a continuous cycle of improvement.
9	We are highly supportive of CCSS. We are cautious about our state assessment. The assessment is unproven and not meaningful for students, or teachers. The assessment is not recognized for college admissions, nor does it inform instruction.
9	Our math teachers had a bit more of a buy in to the CC than they have in the past, but not a big buy in to the assessment. Their concern has been that valuable instructional time is wasted when the focus is on testing - and the testing platform is SOOO cumbersome. We have great tech support, great administrative support, etc., but we all really dislike CA's laborious testing platform.
10	Now that we have implemented our state standards that are aligned with Common Core, we hope that our state legislature does not make any changes to our participation in it for the next five years so that we can have hard data.
10	Next year will be a critical year in either (1) helping to restore confidence in assessments or accountability or (2) continuing a trend of decreasing confidence. Though most people are in favor of the new standards, the continued problems with assessment and accountability issues have caused many concerns. Often, the community does not differentiate the CCSS and the ways in which states and district assess and report the results.
13	Younger students can't type -- much less "write" to any great extent on the keyboard.
13	Manipulation of math objects was a bit complicated for younger students.
14	Students had a difficult time navigating the tests online. They had to read, scroll, then scroll back up to reread. Many students found it to be frustrating. Local Performance Assessments would be my preference over the CCSS-aligned assessment.

14	I feel that technology is still a significant hurdle. I question if we are assessing the subject or computer literacy. Further, I disagree that so few students exceed.
16	We have over the past few years made some of the changes listed above (textbooks, materials, cross-disciplinary practices, planning time) and we are presently sustaining these efforts that began 3 - 5 years ago.
16	There has been a positive impact on our math practices district wide. IT is too early to determine the long term effects based on the ELA CCSS both at the state and local level.
16	SUPPORT - we need funding to implement the communication and instruction of these new standards - plain and simple!
16	Our state standards are in "flux" at this time, so all instructional decisions are on hold until the new standards are adopted by the state board of education.
16	CCSS=good; state assessments=bad Until the state consistently uses the same test, we are not making dramatic changes in our common core curriculum and district created/mandated assessments
16	A universal website that houses lesson plans for each of the competencies would be beneficial.
16	With the teacher shortage, finding enough fully-qualified teachers and training them has become a significant challenge. Colleges and universities need to do their part to familiarize aspiring teachers with CCSS and the assessment process. State needs to recognize that student performance on assessments is greatly affected by the experience of teachers now that we have no choice but to hire those that are not fully-qualified.