

A Compendium of Research on the Common Core State Standards:

Communications & Public Opinion

Center on Education Policy
Updated February 2015



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UPDATED FEBRUARY 10, 2015

Center on Education Policy

Graduate School of Education and Human Development
The George Washington University

About This Compendium

In the spring and fall of 2013, the Center on Education Policy (CEP) convened two meetings of researchers, policymakers, and practitioners to discuss ideas for a more relevant and coordinated research agenda on the Common Core State Standards. Participants in these meetings identified several needs and made a number of thoughtful suggestions. Many agreed there was a need for a synthesis of existing research on the CCSS and their implementation and impact.

To help meet this need, CEP has put together this compendium, which very briefly summarizes the published research on many different aspects of the CCSS. Our objective was to create an accessible and readable overview of current research that can inform implementation, policy discussions, and the development of future research on the Common Core. Therefore, we have intentionally limited the description for each study to one page that summarizes its focus, methodology, and key findings and includes a URL, where available, or a citation. The compendium is designed to be a living document and will be updated on a rolling basis—this is the second iteration.

Criteria for Including Studies

Although the compendium includes peer-reviewed research published in academic journals and similar outlets, it is not limited to these types of studies. Also included are studies published by government entities, independent organizations, research universities, and individual researchers and graduate students that provide useful information to practitioners, policymakers, and scholars.

To be included in the compendium, each study had to contain the following components:

- An articulated methodology for data collection and analysis so that others could see how the research was conducted
- An empirical approach (derived from observation or experience)
- A specific focus on the CCSS in math or English (research focused on other education issues that have implications for the CCSS was not included)
- A publication date before December 2014, our cutoff for collecting information for the compendium

We recognize that some important research with a bearing on the CCSS may have been omitted, but we wanted to set clear criteria that would yield a manageable number of the most relevant studies. In addition, the studies that are included are complex; to keep the individual summaries concise and practical, we limited the discussion to a few priority areas. We do not purport to have produced a comprehensive summary of all possible research on the CCSS, but we think this is a good starting point. The compendium was first issued in August 2014. This February 2015 update adds new studies to the compendium that were published after May 2015 and other Common Core research that has come to our attention. If you know about research on the CCSS that should be considered for inclusion in an update, please notify us at CEP by email at cep-dc@cep-dc.org.

Verification of Information

Since these are one-page summaries of longer studies that required us to prioritize the information to be included, we felt it was important to contact each study's author (or the lead author for studies with multiple authors). The authors were contacted by email and asked to provide feedback on the summary of their report.

The compendium includes studies from 55 different authors, including reports from CEP. Of the 55 authors contacted to review our summary, 40 responded, for a response rate of 73%. If a respondent made changes or suggestions to the content of our summary, their comments were considered and incorporated into the original draft (in some cases with minor editing).

We are most grateful to the authors who reviewed and verified the summaries for their studies.

How to Use the Compendium

Studies are categorized by topic then presented alphabetically by author within each topic. Studies that fit into multiple categories have been placed in both categories, so there is some duplication. For an alphabetical list of research studies by author and their assigned categories, please see Appendix A.

Please note the information on the studies contained in this compendium does not reflect all of the findings or topics included in a particular study but rather provides is a very brief overview. For example, we have not included a discussion of the limitations addressed in each study report. If you find the summary of a study compelling, we strongly encourage you to use the URL provided to read the study in its entirety.

Achieve (2014)

Voter Perceptions: Common Core State Standards & Tests

Focus

The purpose of this study was to monitor voter awareness and support for the Common Core State Standards. This is the third of three polls conducted in 2011, 2012, and 2013.

Methodology

A national survey of 800 registered voters was conducted. Unlike the previous two studies, this study report does not identify how many of the respondents were public school teachers.

Key Findings

- **The majority of respondents support the concept of common standards and assessments across states.** This finding has been true for similar polls conducted by Achieve in 2012 and 2013.
- **Most poll respondents were unaware of the CCSS.** For those who had heard of the CCSS, 37% had a favorable impression and 40% had an unfavorable impression.
After hearing a brief description of the CCSS, most voters supported the implementation of the standards and assessments aligned to the standards.
- **Poll respondents said that the standards and CCSS-aligned tests should be given time to work.** The majority of participants agreed that a drop in student proficiency on CCSS-aligned assessments is expected and should not justify a disruption in implementation.
- **Most poll participants favored giving students and teachers time to adjust to the new standards and assessments before imposing consequences for test scores.** Thirty-one percent said that consequences should be postponed for one year, 27% for two years, and 18% for three years or more.
- **Most poll respondents said that teacher evaluations and student assessments should continue during the CCSS transition period.** Of the 75% who still wanted teacher evaluations based on student assessment scores to continue, 33% agreed that these types of evaluations are essential for holding teachers and schools accountable.

Where to Obtain This Report

<http://www.achieve.org/files/VoterPerceptionsCCSSandTestsreport2014.pdf>

Also see:

Achieve (2011)

Achieve (2012)

Achieve (2012)

Growing Awareness, Growing Support: Teacher and Voter Understanding of the Common Core State Standard & Assessments

Focus

The purpose of this study was to monitor voter and teacher awareness and support for the Common Core State Standards. This is the second of three polls conducted in 2011, 2012, and 2013.

Methodology

A national survey was conducted of 1,000 registered voters and 500 public school teachers.

Key Findings

- **Most survey respondents support common standards and assessments across states.** Voters and teachers support the standards, and this was consistent across age, education level, ethnicity, or party affiliation.
- **Voter awareness of the CCSS remains low.** Seventy-nine percent of voters had heard “nothing” or “not much” about the CCSS. Conversely, teacher awareness had increased since the first Achieve survey: 87% of teachers had heard “some” or “a lot” about the CCSS.
- **The more teachers know about the CCSS, the more favorably they view the standards.**
- **Most respondents support CCSS-aligned assessments.** For example, 74% of all voters said they “strongly favor” or “favor” CCSS-aligned assessments. Teachers’ responses were more varied; teachers who were more familiar with the CCSS responded more favorably toward the CCSS-aligned assessments. For example, 70% of teachers who had “a lot” of exposure to the CCSS favored CCSS-aligned assessments, but only 46% of teachers who had “not much” or no exposure to the CCSS favored CCSS-aligned assessments.
- **Survey respondents’ views of specific aspects of CCSS-aligned assessments varied, but teachers and voters were “fairly consistent” in which aspects they rated the highest and lowest.** The highest rated aspects included these: “test results are available with 1-2 weeks”; “first optional test will be diagnostic”; and “tests would be the same across states.” The lowest rated aspects were these: “required tests will be for accountability purposes”; “tests will be given throughout the year”; and “students will take all the tests on the computer.”

Where to Obtain This Report

<http://www.achieve.org/growingawarenessCCSS>

Also see:

Achieve (2011)

Achieve (2014)

Achieve (2011)

Strong Support, Low Awareness: Public Perception of the Common Core State Standards

Focus

The purpose of this study was to monitor voter awareness and support for the Common Core State Standards. This is the first of three polls conducted in 2011, 2012, and 2013.

Methodology

A national survey was conducted of 800 registered voters and 160 public school teachers.

Key Findings

- **Improving the quality of public education was extremely or very important to most respondents.** Only 8% of registered voters and 11% of teachers felt that the education system was working pretty well at the time of the poll.
- **Across the board there was strong support for common standards.** This finding held constant regardless of age, education level, race, ethnicity, party affiliation, or if the respondent was a teacher or a registered voter.
- **Awareness of the CCSS was low.** Researchers attributed low levels of awareness to the fact that the CCSS were in the early stages of implementation and noted that teachers had a higher level of awareness than their polled counterparts.
- **Among poll respondents who had an awareness of the CCSS, views of the standards were mixed.** Thirty-seven percent of participants who were registered voters had a favorable opinion of the CCSS, and 34% had an unfavorable opinion; 60% of teachers had a favorable opinion.
- **The poll respondents who were registered voters strongly supported using assessment results for a range of accountability purposes.** Teachers were less supportive of using student assessment results for accountability.

Where to Obtain This Report

<http://www.achieve.org/files/PublicPerception-CCSS-FinalReport.pdf>

Also see:

Achieve (2012)

Achieve (2014)

Gallup (2014)

This is a synthesis of a series of five publications; findings from all five are summarized below.

Focus

These studies surveyed parents and teachers about attitudes toward the Common Core State Standards.

Methodology

Researchers randomly polled 532 public school K-12 parents and 854 public K-12 school teachers in all 50 U.S. states and the District of Columbia. Both samples were weighted to match national demographics of gender, age, race, Hispanic ethnicity, education, religion. The parent sample was also weighted by population density and phone status.

Key Findings

- **Parents are divided on the CCSS.**
 - About 33% of respondents had a positive view toward the standards, 35% had a negative view, and 32% had no opinion or had not heard of the standards.
 - A majority of participants favored a single set of national standards for reading, writing, and math and the use of assessments to monitor student progress.
 - Responses favoring the CCSS were split along party lines; 48% of Democrats held positive views and 23% held negative views. Conversely, only 19% of Republicans held positive attitudes toward the standards and 58% held negative attitudes.
- **Teachers are also divided on the CCSS.**
 - About 44% of teachers viewed the CCSS negatively and 40% viewed it positively.
 - Teachers with more experience with the CCSS were more likely to view them positively.
 - Teachers' views of the CCSS also aligned with party affiliation; 53% of those who lean Democratic had positive attitudes compared with 25% who lean Republican.
 - A majority of teachers said linking student test scores to teacher evaluations is unfair (89%).
 - While a majority of teachers (76%) supported one set of national standards in reading, writing, and math, 72% had negative attitudes toward standardized computer-based assessments.
- **More teachers said they were worried (65%) or frustrated (62%) about the CCSS than said they were hopeful (49%) or enthusiastic (20%).** However, these numbers were different for teachers who reported they were getting sufficient support: worried (50%), frustrated (42%), hopeful (68%), and enthusiastic (37%).
- **The majority of teachers said their students were not well prepared for the new computer-based assessments.**

Where to Obtain These Reports

[Public School Parents Now Divided on Common Core \(October 28, 2014\)](#); [U.S. Teachers Offer Split Decision on Common Core \(October 29, 2014\)](#); [Teachers Favor Common Core Standards, Not the Testing \(October 29, 2014\)](#); [Teachers Feel Worried, Frustrated about Common Core \(October 30, 2014\)](#); [Teachers Concerned about Common Core's Computer Testing \(October 31, 2014\)](#)

Gallup & Education Week (2014)

Understanding Perspectives on American Public Education: Results of a Gallup-Education Week Survey of K-12 School District Superintendents – Survey 2

Focus

The purpose of this study, the second of three planned for 2014, was to understand the opinions of K-12 superintendents on education issues, including the Common Core State Standards.

Methods

Researchers conducted a web survey of a non-weighted and non-nationally representative sample of 1,663 K-12 school district superintendents.

Key Findings

This poll included questions and key findings that are not directly related to the Common Core State Standards. For brevity, only key findings that are directly related to the CCSS or the CCSS-aligned assessments are presented below.

- **The majority of respondents (73%) reported that the Common Core State Standards are just about right for students, in terms of challenge.** Eight percent reported the standards are too challenging, 5% reported they are not challenging enough, and 15% of respondents said they did not know.
- **When asked if more states should pull back from their Common Core assessment consortia, 64% responded no, 20% responded yes, and 16% said they did not know if more states should leave their Common Core consortia.**

Where to Obtain This Report

<http://www.gallup.com/services/178973/understanding-perspectives-american-public-education-survey.aspx>

Henderson, M., Peterson, P., & West, M. (2015)
No Common Opinion on the Common Core

Focus

The purpose of this study was to capture public opinion about a variety of education initiatives that include school evaluations, school spending, school choice policies, personnel policies, accountability, and college readiness.

Methods

Researchers conducted a nationally representative, stratified survey of adults with representative oversampling in certain groups including public school teachers, African Americans, and Hispanics. This report is based on a random subsample of 2,269 respondents who were not provided with information on student performance in the local district. Furthermore, the sample for questions specific to the CCSS was also randomly split into two groups in order to examine the effects of question wording (see the second bullet point in Key Findings).

Key Findings

The report included questions and key findings that are not directly related to the CCSS. For brevity, only key findings that are directly related to the CCSS or the CCSS-aligned assessments are presented below.

- **The majority of the public support the CCSS, but support diminished from 2013 to 2014 in all groups polled.** For example, Republican support dropped from 57% to 43%, while Democrat support dropped by only a single percentage point to 63%. Teacher support dropped from 76% to 46%.
- **The ‘Common Core’ label may be “toxic.”** Respondents, regardless of political affiliation, supported the general concept of standards for reading and math that are the same across states. The authors wrote that the sample of people polled was randomly divided into two groups; one group was asked about generic math and reading standards while the other was asked about the Common Core. When asked about generic math and reading standards, public support was at 68% compared to 53% support for the CCSS. The same is true for Republicans; only 43% of Republicans supported the CCSS but 68% supported math and reading standards across states—a number that is not notably different from Democratic support.

Where to Obtain This Report

<http://educationnext.org/2014-ednext-poll-no-common-opinion-on-the-common-core/>

Henderson, M & Peterson, P. (2014)
The 2013 Education Next Survey

Focus

The purpose of this report was to summarize key findings from the 2013 *Education Next* poll of adults' opinions of the United States education system.

Methods

Researchers polled a representative and stratified sample of 1,138 adults. Oversampled subgroups included public school teachers, parents of school-aged children, African Americans, and Latinos.

Key Findings

This poll included questions and key findings that are not directly related to the Common Core State Standards. For brevity, only key findings that are directly related to the CCSS or the CCSS-aligned assessments are presented below.

- **The CCSS was supported by the majority of respondents.** Nearly 66% of participants favored CCSS adoption in their state. While the number of respondents in favor of the CCSS remained stable between 2012 and 2013, the number of opponents increased (though only 13% opposed the standards in 2013).

Where to Obtain This Report

<http://educationnext.org/the-2013-education-next-survey/>

Kornhaber, M., Griffith, K., & Tyler, A (2014)

It's Not Education by Zip Code Anymore—But What is It? Conceptions of Equity under the Common Core

Focus

The purpose of this study was to ascertain how CCSS “policy entrepreneurs” viewed the role and meaning of equity within the reform.

Methodology

Researchers interviewed 11 CCSS policy entrepreneurs who were active in moving the CCSS from a conceptual reform idea to state adoption. The interview transcripts were coded by three researchers. They devised a framework for characterizing policy entrepreneurs’ views on equity:

- An “equal” view, which assumes that equal inputs—especially standards, expectations, opportunities, curriculum resources, and instruction—will generate more equal student outcomes
- An “equalizing” view, which assumes that varying school inputs across educational settings are required to attain more equal educational outcomes
- An “expansive” view, which assumes that achieving more equal outcomes requires broad educational, social, health, and economic inputs that vary with educational contexts.

Key Findings

- **Interviewees defined equity in terms of school inputs that would equalize student outcomes.** All participants held an equal view. Several also held an equalizing view. One mentioned an expansive view.
- **Equity played a central role in the CCSS.** All interviewees said that equity for disadvantaged students was a major factor in the formation and goals of the reform.
- **Educational equity was linked with economic benefits.** Interviewees agreed that individuals would benefit from a stronger education, and the nation would benefit from greater international competitiveness. They also held that common standards would create economies of scale and promote more efficient and equitable distribution of school resources. They stated that common standards would also promote better teacher preparation and professional development. However, participants acknowledged that resources and capacity would still be unequal between and within states.
- **The CCSS alone will not fix the problem.** Participants understood that the CCSS alone would not reduce educational inequities and that federal and state funds would need to be targeted to high-risk districts and schools. Participants had conflicting views about whether the CCSS may provide a legal platform for targeting additional resources to high-needs students.
- **The CCSS will not improve equity outside school walls.** Interviewees acknowledged that the CCSS would not likely reduce educational inequity in communities with needs beyond those addressed by K-12 schooling. The authors maintain that to produce more equitable student outcomes, reforms will need to build on an expansive view of equity.

Where to Obtain This Article

<http://epaa.asu.edu/ojs/article/view/1308www.edweek.org/link>

McDonnell, L., & Weatherford, S. (2013a)
Organized Interests and the Common Core

Focus

This article comes from a larger study of the development, adoption, and early implementation of the Common Core State Standards. Drawing on theories of political and policy learning, it examines the role that groups supporting and opposing the CCSS have played, and the reasons why they mobilized.

Methodology

The authors gathered data from interviews from CCSS proponents and opponents; artifacts from national publications, Congressional testimony, and other sources; and participant observations during weekly conference calls with groups involved in CCSS implementation from 2010 until January 2012.

Key Findings

- **The CCSS supporters were a diverse group of organizations and their role in the Common Core initiative was equally diverse.** The researchers placed groups' roles or activities into six categories: 1) promoting an idea, 2) developing the standards, 3) articulating constituent concerns, 4) building support in states, 5) informing constituents and looking toward implementation, and 6) funding the CCSS initiative and building a network.
- **The reasons for supporters' mobilization were also diverse.** Concerns about global economic competitiveness motivated groups that represented policymakers. Members from equity-based organizations spoke about the low quality of state standards and the unequal distribution of student learning opportunities. For some organizations, the CCSS advances their overall advocacy agenda.
- **Most opponents of the CCSS were more ideologically aligned.** Opposition to the Common Core has come primarily from loosely allied, conservative groups that view the standards as an unwarranted federal intrusion and a threat to state autonomy. These organizations have framed their arguments against the CCSS by questioning the evidence base, arguing that some states had standards that were more rigorous than the CCSS, and stressing that the costs of CCSS implementation and assessment are unknown.

Where to Obtain This Report

<http://edr.sagepub.com/content/42/9/488.full.pdf+html?ijkey=D3hULCKtNoyTc&keytype=ref&siteid=spedr>

McDonnell, L., & Weatherford, S. (2013b)
*Evidence Use and the Common Core State Standards Movement:
From Problem Definition to Policy Adoption*

Focus

The purpose of this study was to examine how research and other types of evidence were used in the development and adoption of the Common Core State Standards.

Methodology

Researchers interviewed 111 CCSS stakeholders, including leaders of the CCSS, members of the work groups and committees that wrote and validated the CCSS, national and state education policy makers, education policy researchers, and members of groups that are critical of the CCSS. Interview data was categorized by the policy stage in which the interviewee participated. (Three policy stages were used: problem definition/solution, policy design, and policy enactment.) The recorded accounts of types of evidence used were compared to hypotheses that researchers derived from policy analysis literature.

Key Findings

- **The research used to define the problem and pose a potential solution for the CCSS included international comparisons and state standards comparisons.** More specifically, the people associated with initiating the discussion of the CCSS cited low achievement on international assessments; the link between education and global economic competitiveness; national achievement gaps in educational achievement depending on race, social class, or geographical location; and state standards that vary in rigor and depth.
- **Four factors shaped evidence use during the development and validation of standards.** The first was the assertion that the development of the CCSS needed to be driven by research to avoid ideological debates. Second, a lack of peer-reviewed research to help shape the CCSS meant that standards writers would need to use other forms of evidence; the final product was based on “research and evidence.” Third, there was a desire to include stakeholders in addition to educational researchers in the CCSS creation process, such as teachers, teacher union leaders, and state department of education personnel. Fourth, “a grounding in the available research and evidence” was one of the guiding principles used by the validation committee. Because of the lack of research some of the decisions made by committee members were based on professional judgment.
- **During the state adoption stage, stakeholders often customized previously used evidence to address various state audiences.** Researchers point out that evidence was tailored to address the need for states to adopt standards quickly to meet federal requirements and the need for state policymakers to see the rigor of the CCSS compared with their previous state standards.

Where to Obtain This Report

McDonnell, L. & Weatherford, S. (2013). Evidence use and the Common Core State Standards movement: From problem definition to policy adoption. *American Journal of Education*, 120(1), 1-25.

Michigan State University (2013c)
*Implementing the Common Core State Standards for Mathematics:
What Parents Know and Support*

Focus

The purpose of this study was to capture the attitudes and perceptions of parents of school-aged children about education, specifically mathematics.

Methodology

Drawing from a nationally representative sample of parents with children in grades 1-8, researchers conducted two surveys about the parents' perceptions and attitudes toward education and mathematics in general as well as the mathematics education of their own children.

Key Findings

The report included questions and key findings that are not directly related to the CCSS. For brevity, only key findings that are directly related to the CCSS or the CCSS-aligned assessments are presented below.

- **About half the parents had heard of the Common Core State Standards.** Parents in the highest income brackets were more likely to have heard of the CCSS.
- **Almost all parents agreed that studying mathematics was important for their child's future success.** More than 90% of parents said it was important to take math in every school year including four years of math in high school.
- **The majority of parents supported a set of common standards.** Specifically, 68% of parents surveyed supported common standards for mathematics, and 65% supported common standards for English language arts.
- **Parents and teachers most commonly cited the same three reasons for endorsing the common standards:**
 - To provide a consistent, clear understanding of what students are expected to learn
 - To provide a high-quality education to our children
 - To reflect the knowledge and skills students will need for success in college and careers

Where to Obtain This Report

<http://education.msu.edu/epc/publications/documents/WP34ImplementingtheCommonCoreStateStandardsforMathematicsWhatParentsKnowandSupport.pdf>

Phi Delta Kappa International & Gallup (2014)

The 46th Annual PDK/Gallup Poll of the Public's Attitudes Towards the Public Schools

Focus

This study reported on the attitudes of the American public regarding public school policies.

Methods

Researchers conducted 1,001 phone interviews with a nationally representative sample of adults.

Key Findings

This poll included questions and key findings that are not directly related to the Common Core State Standards. For brevity, only key findings that are directly related to the CCSS or the CCSS-aligned assessments are presented below.

- **The majority of Americans have heard of the CCSS.** Thirty-four percent of national respondents said they had heard only a little, while 30% had heard a fair amount, and 17% had heard a great deal about the CCSS.
- **Many participants heard about the CCSS through national media sources.** About 49% of the national sample and 38% of the public school parent subsample had heard about the CCSS through television, newspapers, radio, and other media. Other sources of information included teachers (17% of national sample, 23% of public school parent subsample); friends, neighbors, or relatives (11%, 7%); school communications (9%, 22%); and social media (8%, 6%).
- **Opinions about the CCSS were divided by political party.** For example, 76% of Republican respondents opposed the standards, compared with 38% of Democrats and 60% of Independents.
- **The majority of respondents (60%) do not support the CCSS.** The reason most often cited for this opposition was that the CCSS will limit teachers' instructional flexibility (65%). Other reasons were that teachers in the community did not support the CCSS (51%), the CCSS were initiated by the federal government (40%), and the CCSS will lead to a national curriculum (38%).
- **One-third (33%) of respondents supported the CCSS.** The most frequently cited reason for support was that the CCSS will help more students gain the knowledge they need no matter where they attend school (74%). Other reasons were that CCSS-aligned assessments will help parents better understand what students have learned (53%), the CCSS are more challenging than previous state standards (42%), and teachers in the community support the CCSS (40%).
- **About 40% of respondents said the CCSS were not challenging enough, while 36% said the challenge was just about right.** Eighteen percent said that the standards were too challenging. Fifty-one percent of Democrats said the CCSS has just the right amount of challenge for students, compared with 23% of Republicans and 36% of Independents.

Where to Obtain This Report

http://pdkintl.org/noindex/PDK_Poll46_2014.pdf

Phi Delta Kappa International & Gallup (2013) *Which Way Do We Go?*

Focus

The purpose of this study was to learn and report the opinions of the American public on issues in elementary and secondary education.

Methodology

In a Phi Delta Kappa International and Gallup poll, 1,001 phone interviews were conducted with a nationally representative sample of adults aged 18 or older.

Key Findings

This poll included questions and key findings that are not directly related to the Common Core State Standards. For brevity, only key findings that are directly related to the CCSS or the CCSS-aligned assessments are presented below.

- **Most Americans are unfamiliar with the CCSS.** Sixty-two percent of the respondents had never heard of the CCSS, and 55% of parents of public school children had not heard of the CCSS.

The remaining findings are based on responses from the 38% of participants who had heard of the CCSS.

- **Those who had heard of the CCSS reported that they were “somewhat knowledgeable” about them.** Overall, 51% responded that they were “somewhat knowledgeable,” and 15% said they were “very knowledgeable.”
- **Only 4 out of 10 respondents said that the CCSS will make the U.S. more globally competitive.** More specifically, 21% said the U.S. would be “less competitive,” while 35% responded that the CCSS would “have no effect” on the U.S. global competitiveness.

Where to Obtain This Report

http://pdkintl.org/noindex/2013_PDKGallup.pdf

University of Connecticut (2014)

UConn Poll: Americans Who Know about Common Core are Likely to be Skeptical of It

Focus

The purpose of this study was to learn more the public's awareness and perceptions of the Common Core State Standards.

Methods

Researchers polled a nationally representative sample of 1,006 randomly selected adults.

Key Findings

This poll included questions and key findings that are not directly related to the Common Core State Standards. For brevity, only key findings that are directly related to the CCSS or the CCSS-aligned assessments are presented below.

- **Only 39% of participants had heard of the CCSS.**
 - Of those who had heard of the CCSS, 33% said that adopting the CCSS will increase education quality in their communities. Thirty percent said CCSS adoption would be detrimental, and 27% said the CCSS would have no effect.
 - Of those who had heard of the CCSS, 29% said the CCSS will increase the number of students who attend college, and 33% said the standards will mean more Americans will complete college ready to start a career.
- **Thirty-eight percent of participants overall said that it is a good policy, whereas 44% said the Common Core is a bad policy.**
- **The participants' responses to the survey questions fell along political and ideological lines.**
 - More Democrats (54%) than Republicans (30%) said the CCSS is a good policy.
 - More liberals (53%) than conservatives (24%) said the Common Core is a good policy.
- **Most survey respondents supported a set of national goals.** Seventy three percent said that national standards are a good idea, and 64% said that expectations of students should be the same in all states. Furthermore, 68% said that it is important to have a consistently high-quality education regardless of a family's residence.

Where to Obtain This Report

<http://poll.uconn.edu/2014/05/05/uconn-poll-americans-who-know-about-common-core-are-likely-to-be-skeptical-of-it/>

Credits and Acknowledgements

Studies included in this compendium were compiled and summarized by Matthew Frizzell, CEP research associate and Tara Dunderdale, CEP graduate research assistant. Nanami Yoshioka, CEP graduate research assistant, checked the summaries for accuracy. Diane Stark Rentner, deputy director, Jennifer McMurrer, senior research associate, and Nancy Kober, editorial consultant, reviewed and edited the compendium. Maria Ferguson, CEP's executive director, provided advice and assistance on the compendium's content.

We are tremendously grateful to the authors of the original studies who took time to review and respond to the summaries. Thank you for providing critical feedback and helping us ensure that we are accurately reflecting the content of your research.

Based in Washington, D.C., at The George Washington University's Graduate School of Education and Human Development and founded in January 1995 by Jack Jennings, the Center on Education Policy is a national independent advocate for public education and for more effective public schools. The Center works to help Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. We do not represent any special interests. Instead, we help citizens make sense of the conflicting opinions and perceptions about public education and create the conditions that will lead to better public schools.

The Center on Education Policy receives nearly all of its funding from charitable foundations. We are grateful to the George Gund Foundation and the Phi Delta Kappa International Foundation who provide CEP with general support funding that assisted with this endeavor. The statements made and views expressed are solely the responsibility of the Center.

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