



The Common Core State Standards

What Parents, Taxpayers, and School Boards Should Know

...that perhaps they aren't being told

What are the Common Core State Standards?

The Common Core State Standards (CCSS) are a set of learning standards in English language arts (ELA) and mathematics. These standards, if adopted by a state, will replace existing state standards in these subject areas.



Who developed the Common Core State Standards? When?

The National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) together formed the Common Core State Standards Initiative (CCSSI) to develop a set of academic standards to be used in common across all states.

In Spring 2009, governors and chief state school officers (state superintendents) of all but two states signed a Common Core Standards Memorandum of Agreement. This committed their states to voluntary participation in a process leading to the development and adoption of the CCSS. In July 2009 the initiative released some names of people involved in developing the standards. Work on the standards did not involve the public, and some interested organizations were shut out of the process. In September, a draft of the College and Career Readiness Standards was released. The first and only public draft of the K-12 Common Core State Standards for ELA and math was released in March 2010. The final K-12 CCSS was released in June 2010.

With support from the Bill & Melinda Gates Foundation, private corporations--including assessment and publishing companies--funded the development of the standards. Do you suppose publishers have anything to gain?

The Common Core State Standards:

May not align with state adopted or recommended textbooks. \$\$\$

May not align with textbooks already adopted, purchased, and in use by local school districts. \$\$\$

Will require extensive expensive professional development. In most states, these costs will be borne by local school districts. \$\$\$

Are not internationally benchmarked.

Have embedded pedagogy or "how to teach" information. That embedded pedagogy coupled with yet to be developed assessments will determine what and how teachers should teach.

Education is simply the soul of a society as it passes from one generation to another.

Gilbert K. Chesterton



Private corporations, professional development providers, and other educational service providers stand to make nice profits as a result of the CCSS.



Will the Adoption of the CCSS be Beneficial or Detrimental for Students, Parents, Taxpayers, and Local School Districts?

Adopting the CCSS takes control of educational content and standards away from parents, taxpayers, local school districts, and states. The CCSS were produced by a closed group and conditionally approved by many states without public review. The NGA and CCSSO, both non-government groups, own the copyright protected CCSS. Control over changes to the CCSS will lie in the hands of so called “experts” outside local school district, state, and the federal government jurisdiction.



Public education is a state responsibility. It is not the responsibility of the federal government. States should not turn over their rights or responsibilities to the direction and influence of non-government organizations or the federal government.



States have had state standards under No Child Left Behind (NCLB) for several years now. There is no evidence from this experience that this allowed students to move from one district to another with minimal interruption of their instructional program. Even with common standards, there will remain wide variances between classrooms, schools, districts, and states. Common standards within states under NCLB did not result in consistency and collaboration among districts within states. Why should we believe the CCSS would bring this about across district and state lines?

Adoption of the CCSS will result in greater turmoil and confusion for teachers and students.

It will result in a loss of learning time and have a negative effect on test results. There will be a delay in students meeting new standards resulting in the possible need for a delay in graduation requirements.



The CCSS represents a massive unevaluated experiment with our students for which they and their parents have been ill informed and have had no opportunity for input.

The CCSS are untested and unevaluated in the classroom. The proposed CCSS should undergo rigorous testing in a limited number of districts before adoption and implementation statewide or nationwide.



Some Validation Committee members would not sign off on the CCSS. Don't you wonder why, especially when these standards have been promoted as being so wonderful?





The Common Core \$tate Standards Adoption and Implementation

Local school districts and states must provide the funds to adopt and implement the CCSS. The federal government is not providing the necessary funds since states voluntarily make the decision as to whether they adopt or not. States receiving Race to the Top (RTTT) funds may use some of those funds to implement the CCSS.



Estimated implementation costs have been exorbitant. The estimated costs for California exceeded the amount the state would have received in RTTT funds. California was not awarded any RTTT funds.

Estimated implementation costs have ranged from \$183 million in Washington State for approximately 1 million students to \$1.6 billion in California for more than 6 million students.



Many states adopting the CCSS are only funding a small portion of the costs at the state level. Local school districts in Washington State will be responsible for 90.6% of the estimated statewide implementation costs.



Many local school districts and state governments are dealing with severe budget shortfalls. How can they justify making an ongoing costly commitment?

Local school districts will be responsible for the technology equipment, related personnel, and network capacity upgrade costs required for the CCSS assessments.



Is your state making a major commitment on behalf of local school boards without showing or ascertaining that funds are available to meet the fiscal obligation?



Is it fiscally responsible for states to make major financial commitments without first determining if they, and the local school districts, can meet the obligation? Can your state identify dedicated revenues equal to or greater than estimated adoption and implementation expenses?



It is your taxpayer dollar paying the implementation costs whether local, state, or federal money is used. Taxpayers need to guard their wallets and bank accounts. The local school districts and states may find it necessary to raise taxes.



Will this break your school district's bank and send them into bankruptcy?



The CCSS – Private Ownership and Copyright

States adopting the non-public domain, privately owned, copyrighted CCSS must adhere 100% without change. States may add up to 15%. The CCSS are privately owned by the National Governors Association Center for Best Practices and the Council of Chief State School Officers, both non-government entities.

Common set of K–12 standards means a set of content standards that define what students must know and be able to do, and that are identical across all States in a consortium. Notwithstanding this, a State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State’s total standards for that content area. Federal Register, July 29, 2009

Stop the CCSS Bus



Halt the push for federal and corporate control of our children’s public school classrooms.

Act legally and take action you are comfortable with to get your local, state, and national officials to stop the adoption and implementation of the CCSS.

Why should taxpayers pay for an education system in which they have no voice in what and how their children are taught?

Adopting the CCSS takes control of educational content and standards away from parents, taxpayers, local school districts, and states.