**What Does Common Core Mean For Missouri?**

***CCSS is the end of local control for what is taught in our classrooms, what level of bureaucracy is to be maintained for public education and how much it will cost to provide our students with a pre-k—12 education.***

* Common Core Standards were not developed in our state or subjected to required review process in our state. They are a trademarked product of two private trade organizations that Missouri cannot change in any way to either improve them or correct errors in them.
* All Common Core Assessments are computerized and meant to be done on-line. This will require significant capital investment for school districts both in terms of input devices (computers, laptops, tablets etc), but also in providing adequate bandwidth for large groups of students to test simultaneously. Specific requirements for the technology needed to administer these tests have been released and include screen size, min. one gigabyte of memory, and the Windows 7 or higher operating system. Many districts existing technology inventory does not meet these requirements. District officials estimate their bandwidth burden could double or triple. Currently the only federal money for this might come from the E-Rate program which will not cover all technology costs. Additionally, technology comes with operating costs like personnel to maintain and trouble shoot. The Foundation Formula will not be able to cover these costs which means districts will have to find a way to pay for the mandated technology.
* Tracking of student performance on the assessments will be sent to Wireless Generation, a for profit corporation (owned by Richard Murdoch and Joel Klein) for analysis. Each state will receive a report of each student’s performance and a rating for the teacher’s teaching effectiveness, based on a test which is designed to measure student learning, not teacher methodology or quality. The US Dept of Education has determined that districts must base 50% of a teacher’s performance evaluation on this report. Our adoption of Common Core means we have lost control of the process to determine which teachers are effective and which teachers are ineffective.
* **Without legislative action, Missouri cannot get out of the agreement with the Smarter Balanced Assessment Consortia (SBAC)**. We have entered a lifetime contract for the standards and assessments used in our schools. Districts and DESE have no control over these standards and assessments and must follow the same educational blueprint set forth by a privately owned consortia. . We will be required to find funding for a program whose scope we cannot limit or change. E.g. Currently, MAP tests, which the new common core assessments are designed to replace, cost the state $9/student to administer. The latest estimate from SBAC for the new summative assessments is $30/child. There is no guarantee that this cost will not continue to rise as we approach the 2014 implementation date. Paper and pencil tests for districts that do not have technology in place to deliver the on-line assessments is expected to be priced even higher.
* Whether or not the standards themselves are good or bad is overshadowed by the relatively powerless position Missouri finds itself in with regards to their development and use.

**Join The Missouri Coalition Against Common Core (MCACC) and support Senate Bill 210 and House bill 616 which will nullify the agreement between the Smarter Balanced Assessment Consortia, Department of Elementary and Secondary Education Department, the State Board of Education and Governor Nixon.**

**Restore local control of what/how our children learn to their school district.**

**Common Core Claims and Facts**

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| **Common Core Claims** | **Facts** |
| The Common Core Standards are a “State Led Initiative” | Common Core Standards and Assessments are a trademarked product of two private trade associations (NGA and CCSSO). They were originally brought into the state by an MOU with the NGA and CCSSO signed by the governor before the standards were written. States were forced by the US DoED to adopt the Common Core Standards and Assessments in order to get a waiver from No Child Left Behind. In doing so, states signed on to one of two consortia tasked with developing assessments. They are in no way a state led project. |
| The standards are evidence based and internationally benchmarked. | Despite repeated requests, the Smarter Balanced Consortia has not supplied any international test against which these standards have been benchmarked. As they are brand new standards they have no proven efficacy. These two assertions are false. |
| The standards were developed by experts with input from states, teachers and parents. | The standards were developed by a committee whose members were appointed by the US DoEd. The language arts expert had no experience either teaching language arts or preparing standards and curricula. The math experts consisted of a physics professor and a single math teacher who had not drafted standards before. Parents had no representation on these committees. |
| The standards will lead to improved test scores which will lead to economic competitiveness | The standards are untested. Any claim of their superiority at this point is baseless. There is no empirical evidence that higher test scores on standardized leads to better economic competitiveness. |
| The standards will prepare students with 21st century skills. The standards will ensure that America retains its competitive edge and will be prepared with the skills and knowledge to compete globally. | “The vendors of the CCSS have a problem: They have no data that demonstrates the validity of the standards as a vehicle to build 21st century skills nor as a means to achieve the things the business leaders say will be needed to operate in a diverse global environment.” *Tienken , Journal of Scholarship & Practice, 2011* |
| The standards are high quality and provide rigor missing from current state standards. | Only one report, funded by the NGA, says the standards are rigorous. Numerous experts have reviewed the standards and found them lacking. A leading math expert said the standards were a “dangerous” way to teach basic math principles to very young students. A Missouri University professor predicts that the math standards will make it impossible for students graduating high school to enter into and complete any engineering degree in our universities. |
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