

English Language Arts Regional Coordinators, AF

Agency: 350 Office of Superintendent of Public Instruction
Budget Period: 2013-15

Recommendation Summary Text:

Superintendent Dorn requests \$2.57 million for a coordinated regional system to support strong teaching and learning in English language arts. Multiple data indicators show a need for a stronger infrastructure to assist in improving reading skills:

- The percent of Washington State 4th graders scoring below basic reading skills on the National Assessment of Educational Progress (NAEP) has increased since 2005.
- Only 51% of ACT-tested high school graduates are ready for college-level reading.
- The percentage of job applicants lacking reading skills as measured by employer-administered tests has doubled in four years (Center for Workforce Preparation, 2002).

Fiscal Detail

Operating Expenditures		FY 2014	FY 2015	Total
General Fund	001-01	\$1,285,000	\$1,285,000	\$2,570,000
Total Cost		\$1,285,000	\$1,285,000	\$2,570,000

Staffing	FY 2014	FY 2015	Annual Avg.
	0	0	0

Package Description

Background

In 2007, the Legislature recognized the critical need to build the state's infrastructure in mathematics and science by funding math and science coordinators as a component of our state's education reform system. Literacy and language arts were not included in this package. The shifts of content and instruction required through the newly adopted Common Core State Standards for English language arts represent a significant change in focus, depth, and integration of reading and writing starting in kindergarten and within and across subject areas. Student success will hinge on educators across subjects working together to change instruction and to consider what evidence of student success in the standards will look like.

Proposed Solution

This request specifically addresses the necessity to build statewide capacity at the regional levels in English language arts that is comparable to that currently provided for mathematics and science. Superintendent Dorn requests funding for 1.0 FTE English Language Arts Coordinator in each of the nine Educational Service Districts using a model similar to the currently funded Mathematics and Science Coordinators. Currently there is significant disparity within each region to support implementation of the ELA CCSS as a state system in partnership with OSPI.

English Language Arts Regional Coordinators, AF

Performance Data

- High school reading performance (NAEP and statewide assessments):
 - NAEP – since 2009 the state’s 4th and 8th grade have remained flat (consistent with student performance on state assessments).
 - While students in Washington are largely successful on state high school reading exams, the broadening of reading to include the English language arts areas of writing and speaking and listening will require demonstration of skills beyond reading. As demonstrated in the 12th grade NAEP sample from 2009, student proficiency with the national sample indicates reason for concern, despite high performance on the state reading exam in 2011.

2011 Current State High School Performance HSPE	12 th Grade 2009 NAEP (National Sample) **	CCSS (Smarter Balanced) (2014-15)
94%	23%	TBD

* % of Class of 2011 who met standard on exit exams or Certificate of Academic Achievement options

** Some Washington students are included in the national sample but no state level is available

- Just over half are able to meet the demands of college-level reading (ACT College Readiness Benchmark for Reading (2005)):
 - Only 51% of ACT-tested high school graduates are ready for college-level reading.
 - The percentage of students who are ready is smaller in some specific groups (e.g., male, African American, Hispanic, native American, and high poverty students).
 - Student readiness for college-level reading is at its lowest point in more than a decade.
- PISA: According to the 2010 PISA (Program for International Student Assessment), the US scores fall below other countries (in 14th place) on reading.

Workforce Data

- In 2001, approximately 80% of businesses had a moderate to serious shortage of qualified applicants, with poor reading cited as a key reason (National Association of Manufacturers, Andersen, and the Center for Workforce Success (2001)).
- In 2002, 38% of job applicants taking employer-administered tests lacked the reading skills needed in the jobs for which they applied; this percentage had doubled in four years, not just because applicants lacked basic skills but also because the reading requirements for these jobs had increased so rapidly (Center for Workforce Preparation, 2002).

English Language Arts Regional Coordinators, AF

Narrative Justification and Impact Statement

What specific performance outcomes does the agency expect?

By equalizing the infrastructure for supporting the core of what all students need to know and be able to do within the state's ELA standards (similar to math and science), OSPI and the ESDs will be able to create a statewide support system that will be poised to provide equitable access to all 295 school districts that focuses on the teaching and learning shifts that are necessary to support all educators within all programs (core, special ed, career and technical education) to successfully support strong teaching and learning in English language arts.

Performance Measure Detail

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

Superintendent Dorn's priorities include improving academic achievement for all students and reducing dropout rates.

Does this decision package provide essential support to one of the Governor's priorities?

This decision package supports the Governor's priority to improve student achievement.

Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process?

English Language Arts coordinators will result in improved student achievement.

What are the other important connections or impacts related to this proposal?

The Common Core State Standards are being rolled out to teachers beginning in the 2012-13 school year. The roll out concludes with the implementation of a new assessment system to measure student achievement of the standards in 2014-15. A coordinated regional system to support strong teaching and learning in English language arts is a key factor in the successful implementation of the Common Core Standards.

What alternatives were explored by the agency, and why was this alternative chosen?

Currently each ESD receives a small portion of federal Title II Part A funds from OSPI to support statewide English language arts coordination. While these funds will continue for the 2012-13 year, they are not guaranteed to continue beyond due to anticipated changes to federal funding to states as part of ESEA reauthorization. The regional support system for English Language Arts is not at the same level as mathematics, even though both are part of the Common Core Standards. The \$50,000 in Title II Part A funds that each ESD receives supports a very small portion of ELA capacity within the region and does not provide the same level of support across the state.

English Language Arts Regional Coordinators, AF

What are the consequences of not funding this package?

The ability of OSPI and the ESDs to support ELA teachers in implementing the Common Core Standards will be different in comparison to supporting math teachers.

What is the relationship, if any, to the state’s capital budget?

None.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

None.

Expenditure Calculations and Assumptions

The cost estimate is based on the funding provided to ESDs for one math coordinator.

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

It is assumed that the English Language Arts coordinators would be ongoing.

Object Detail

		FY 2014	FY 2015	Total
A	Salary and Wages	\$0	\$0	\$0
B	Employee Benefits	\$0	\$0	\$0
C	Contracts	\$0	\$0	\$0
E	Goods/Services	\$0	\$0	\$0
G	Travel	\$0	\$0	\$0
J	Equipment	\$0	\$0	\$0
N	Grants	\$1,285,000	\$1,285,000	\$2,570,000
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
Total Objects		\$1,285,000	\$1,285,000	\$2,570,000

Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2014	FY 2015	Avg	FY 2014	FY 2015	Total
A010 Educational Service Districts	028	0	0	0	\$1,285,000	\$1,285,000	\$2,570,000
Total Activities		0	0	0	\$1,285,000	\$1,285,000	\$2,570,000

English Language Arts Regional Coordinators, AF

Six-Year Expenditure Estimates

Fund	13-15 Total	15-17 Total	17-19 Total
General Fund-State 001	\$2,570,000	\$2,570,000	\$2,570,000
Expenditure Total	\$2,570,000	\$2,570,000	\$2,570,000
FTEs	0	0	0