

SI – Regional Support For CCSS/NGSS Implementation

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

Recommendation Summary Text:

Superintendent Dorn requests \$3,855,000 to increase regional capacity to support the development and implementation of a statewide professional learning system. In order to achieve full implementation of the CCSS in 2014-15, and to begin supporting integrated teacher learning in the transition to the NGSS, it is critical to continue to build the regional infrastructures and capacity for a statewide professional learning system. This request would fund 1.0 FTE secondary ELA coordinator 1.0 FTE additional math coordinator, and 1.0 additional science coordinator at each of the 9 EDS.

Fiscal Detail – See below

Operating Expenditures		FY 2014	FY 2015	Total
General Fund-State	001-01		3,855,000	3,855,000
Total Cost				

Staffing	FY 2014	FY 2015	Annual Avg.
Total FTEs Requested		0.0	0.0

Package Description (Includes the following sections)

Background

Washington's transition to new career- and college-ready (CCR) learning standards (CCSS and NGSS) presents an opportunity for educators, school administrators, and policy leaders to come together to address the variety of elements required to transform the teaching and learning that occurs in classrooms every day. Our state's CCR learning standards focus on students' application of knowledge in authentic situations and on the construction of new knowledge. To be successful, teachers will need to use instructional strategies that integrate critical and creative thinking; provide students with opportunities to collaborate and problem solve; and to develop their research, inquiry, presentation or demonstration skills. Therefore, to create dynamic, engaging, high-level learning for students, teachers will need support to develop expertise well beyond basic content knowledge and instruction. Teachers will also need greater data literacy as we shift from current accountability systems to more granular and iterative ways of assessing student learning. At the same time, teacher leaders will need to both champion professional learning in their buildings and back the teachers who coach and support each other.

Current Situation

In general, professional learning support varies widely across all districts. Regarding regional support specifically, in the 2013 Legislative session funding was provided for K-4 ELA coordinators, but there is still a need for secondary professional learning support.

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Further, due to federal sequestration Title IIA may be reduced which could limit the level of secondary literacy support that can be provided in the regions.

Math and science regional coordinators have been funded since the 2007-08 school year, however with just one coordinator in each region, widespread access to statewide professional learning on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) is limited. Current capacity in the ESD regions (1.0 FTE/ESD for math and 1.0/ESD for science) is insufficient to reach the number of educators across the state as part of statewide implementation efforts.

Nationally:

- 53% of all teachers favor adoption of CCSS, but worry that assessments will precede understanding and aligned practice. (Source: *Teachers Assess Implementation Of The Common Core* Hart Research Survey for AFT, 2013)
- Most districts (72%), especially those in low performing schools (37%) have provided “some/few/no” resources and tools that teachers need to successfully teach the CCSS (Source: *Teachers Assess Implementation Of The Common Core* Hart Research Survey for AFT, 2013)
- 53% of teachers have received inadequate or no training related to the CCSS (Source: *Teachers Assess Implementation Of The Common Core* Hart Research Survey for AFT, 2013)
- More than 60% of teachers indicated that the time for meaningful professional development opportunities has flat lined in the last 12 months as most states have begun to implement the Common Core State Standards (CCSS). (source: According to MetLife’s June 2013 [Survey of the American Teacher: Challenges for School Leadership](#).)

In Washington:

- In Washington The vast majority of educators report being familiar with the Common Core State Standards (CCSS) – 95% of districts surveyed report having plans in place to implement CCSS, however, nearly one-third of educators report that although their district has a plan in place, implementation efforts have not yet started. (Source: AIR survey, WA 2012 State of the State Educator Survey Report: Key Findings).
- The majority of teachers (65%) and voters (72%) strongly/somewhat agree that an initial drop in test scores is worth it to ensure that WA students are better prepared for college and career and the global workforce. (Source, January 2013 Excellent Schools Now, Partnership for Learning Survey)
- 71% of teachers strongly/somewhat agree that the CCSS will improve student learning and achievement. (Source, January 2013 Excellent Schools Now, Partnership for Learning Survey)

Proposed Solution

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OSPI, in collaboration with the Education Service Districts (ESD) has developed a transition plan to support school districts and educators in accessing consistent and accessible professional learning resources and opportunities. The 2013 Legislature supported a 1.0 FTE per ESD to focus on K-4 literacy and this request will provide for full K-12 support for ELA, and build a similar model for math and science that takes into account the challenge of finding a single educator to fill the role of regional math or science coordinator that has a full spectrum of K-12 content specific expertise.

To address the current problem, and to establish stable regional professional learning supports within the regions the Superintendent requests that 1.0 FTE staff person be funded at each ESD for ELA in grades 5-12, and that equivalent support be provided to each ESD in the areas of both math and science.

Contact person

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Narrative Justification and Impact Statement (Includes the following section)

What specific performance outcomes does the agency expect?

As a result of funding regional coordinators the agency expects to see the following results:

- Increased equity and access by educators to professional learning opportunities focused on CCSS and NGSS – at the local, regional, and state levels
- Increased percentage of teachers and principals in WA that indicate readiness to implement the CCSS

Performance Measure Detail

The agency will measure the extent to which this effort is effect by tracking state and national measures of student performance in ELA and Mathematics, and analyzing the results of teacher and school district impact surveys statewide conducted by the American Institute for Research (AIR) and others.

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

This request aligns with Superintendent Dorn's priority to improve academic performance for all students.

Reason for change:

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

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Yes – it aligns with the Results Washington Goals for Access in K-12 by improving the support and development of teachers; it aligns with the Goals for Success in K-12 education (specifically 2.2.d) related to reducing opportunity gaps for all students in reading, math, science.

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

Yes.

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

- Stakeholders:
 - Quality Education Council
 - WEA
 - All state educator associations
 - Private partners – Partnership for Learning, Stand for Children, Washington STEM

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

The alternative to creating a state system of professional learning is to continue to rely on districts to create and implement professional learning opportunities for their educators. We have seen that in this scenario there is inequity in the access educators have to high quality relevant professional learning opportunities that help to improve both their practice and students learning, and this alternative was chosen in an effort to help create a uniformly high quality system across the state.

What are the consequences of not funding this package?

The ability of the state (OSPI and the regional ESDs and school districts) will continue to be severely compromised in providing the necessary support to teachers for successfully implementing the CCSS and transitioning into the NGSS.

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

There are no statutory changes required to implement the proposed change.

Expenditure and revenue calculations and assumptions:

Revenue Calculations and Assumptions:

There are no revenues anticipated as a consequence of this request.

Expenditure Calculations and Assumptions:

OSPI assumes that additional resources for ELA, math and science regional coordinators would be allocated at the same level that current regional coordinators are funded. Assuming that these additional coordinators are funded in that manner, the costs are as follows.

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Regional Professional Learning Support (CCSS and NGSS) – ESD Coordinators:

- a. Secondary ELA Coordinators (1 per ESD) = \$ 1,285,000
- b. Elementary Math Coordinators (1 per ESD) = \$ 1,285,000
- c. K-12 Science Coordinators (1 additional per ESD) = \$ 1,285,000

TOTAL = \$3,855,000

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	\$0	3,855,000	\$3,855,000
	Interagency Reimbursement	\$0	\$0	\$0
	Other Indirect	\$0	0	\$0
Total Objects		\$0	3,855,000	\$3,855,000

Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2014	FY 2015	Avg	FY 2014	FY 2015	Total
A003 Assessment	055				\$0	\$3,855,000	\$3,855,000
					\$0	\$0	\$0
Total Activities					\$0	\$3,855,000	\$3,855,000

Six-Year Expenditure Estimates

Fund	13-15 Total	15-17 Total	17-19 Total
General Fund-State 001	\$3,855,000	\$7,710,000	\$7,710,000
Expenditure Total	\$3,855,000	\$7,710,000	\$7,710,000
FTEs	0.0	0.0	0.0

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Distinction between one-time and ongoing costs:

All costs outlined in this request are assumed to be on-going.

Budget impacts in future biennia:

OSPI anticipates that the cost for this request will remain relatively constant in future biennia.