

SH – State Direct LIDs

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

Recommendation Summary Text:

Superintendent Dorn requests \$45,169,053 in FY 2015 to provide districts with allocations for two state-funded and directed learning improvement days (LIDs). These days will be dedicated to training teachers in the revised evaluation system, and to professional learning focused on CCSS-ELA and CCSS-M.

Fiscal Detail

Operating Expenditures		FY 2014	FY 2015	Total
General Fund	001-01		\$45,169,053	\$45,169,053
Total Cost				

Staffing	FY 2014	FY 2015	Annual Avg.
Total FTEs Requested	0	0	0

Package Description (Includes the following sections)

Background

During the 2010 legislative session, E2SSB 6696 created a new teacher evaluation system to be implemented across the state. The goal of the new evaluation system is to improve teaching in the classroom and ultimately increase student achievement. The FY 2014 the Legislature allocation \$174/teacher for training in the new system, but this allocation was not sufficient to train all teachers in the new system. In addition, there was no provision for teaching principals about the use of student growth in their own evaluation or the evaluation of the teachers they supervise.

In the 2011-12 school year 16 school districts piloted the new evaluation system. Both principals and teachers received training in the system. As a result, principals reported that the 15-20 hours of time spent on each comprehensive evaluation was well spent because there was a mutual understanding of the process. Educator evaluation requires demonstration of performance through evidence such as teacher practice, student test scores, student portfolios, and other artifacts. Both teachers and principals must be provided with time to learn about the framework that defines expectations and required evidence, including student growth measures.

Washington's transition to new career- and college-ready learning standards (CCSS and NGSS) presents an opportunity for educators, school administrators, and policy leaders to come together around all facets necessary to transform teaching and learning 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 employ and be supported with instructional strategies that integrate critical and creative thinking, collaboration,

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problem solving, research and inquiry skills, and presentation or demonstration skills. Therefore, to create dynamic, engaging, high-level learning for students, teachers will need to develop expertise well beyond basic content knowledge and instruction. They will need greater data literacy as we shift from current accountability systems to more granular and ongoing ways of assessing student learning. And, their leaders will need to champion professional learning in their buildings and back the teachers who coach and support each other.

Current Situation

The teacher evaluation system is built on three approved instructional frameworks that correlate with RCW 28A.405.100.1(b) to define effective teaching. Current proviso funding provides every principal in the state access to 42 hours of training on how to use the instructional framework to evaluate teachers. More than 900 principals participated in 2012-13 and all others will be accommodated in 2013-14.

District superintendents, central office administrators and principals with the responsibility of evaluating their assistant principals also have access to two days of training and two additional days of coaching on how to use the leadership framework for principal evaluation. More than 300 administrators were trained in 2012-13 and all others will be trained in 2013-14.

Teacher training is currently funded at \$10 million in the 2013-15 biennium, however this is not sufficient to ensure that all certificated staff are fully trained on the new system.

Professional learning support varies widely across all districts. OSPI, in collaboration with the 9 ESDs has put together transition plans that can support school districts and educators in having access to consistent and accessible professional learning resources and opportunities. However there is significant inequity across the state regarding the access and time educators have to engage in professional learning opportunities. With full implementation of the CCSS in 2014-15 and in order to begin supporting integrated teacher learning in the transition to the NGSS, it is critical to factor in time for every teacher to engage in CCSS professional learning, and to continue supporting building the regional and state-level infrastructures and capacity that are necessary to support a statewide professional learning system in these transitions for students and teachers.

Proposed Solution

In order to address the immediate need for training in the new teacher and principal evaluation system, and to provide educators with the professional learning they need to adjust their instructional practice to meet the demands of the CCSS the Superintendent request funding for two LIDs that would be dedicated to these efforts.

Training in the new evaluation system will include the following:

- Understanding the instructional or leadership framework that defines expectations.

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- Understanding how the instructional or leadership frameworks fit within the state evaluation criteria.
- Understanding the evaluation tool and evidence required to demonstrate effectiveness, including an introduction to the state's student growth rubrics.
- Understanding the four levels of performance and the evidence that defines each level.

In addition, teachers and their evaluators can learn together about how to set student growth goals, assess progress towards those goals and measure changes in student learning over time.

Professional learning opportunities dedicated to CCSS will include:

- Understanding CCSS-M content shifts, and implications on classroom instruction;
- Understanding CCSS-ELA content shifts, and implications on classroom instruction;
- Working collaboratively with educators across content areas and grade spans focused on building-wide implementation of the CCSS-ELA and Math;
- Understanding how to identifying evidence of student learning through the use of formative assessment resources and processes, such as those available through the Smarter Balanced Digital Library and making specific plans for focusing instruction to improve learning as a result.

Contact person

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Narrative Justification and Impact Statement (Includes the following section)

What specific performance outcomes does the agency expect?

By funding state-directed learning improvement days OSPI expects that districts will achieve a shared standards of practice, build on existing collaborative structures, and increase accountability by making the evaluation system more transparent.

In order to set high expectations of the new evaluation system for all educators; all educators must know the expectations. By providing initial training on the revised evaluation system, both teachers and principals have a shared understanding and can move more efficiently into full implementation.

The TPEP system up to this point has relied heavily on the collaborative state and district level approach. In order to build upon this collegiality and trust, we must not leave even one person behind. Providing this training to all educators will ensure expectations are clear.

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Further, in order to hold individuals or groups accountable for student learning, the targets must be transparent and understood by all educators. By implementing this package, trust in the new system will grow and educators will find themselves collectively responsible for student learning.

By funding this request OSPI also expects to see increased equity and access by educators to professional learning opportunities focused on CCSS and an increase in the percentage of teachers and principals in WA that indicate readiness to implement the CCSS.

Performance Measure Detail

The Bill and Melinda Gates Foundation provided resources and support to study the impact of our evaluation system specifically focused on the new eVAL management system and student growth. The research project will continue through the three years of the teacher and principal evaluation implementation. OSPI will look at both qualitative and quantitative aspects of our system and embed that learning in the training provided to teachers, principals and district teams.

In order to measure the effectiveness of professional learning OSPI will analyze state and national measures of student performance in ELA and Mathematics, and evaluate the results of teacher and school district impact surveys conducted statewide through the American Institute for Research (AIR) and other research entities.

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

Superintendent Dorn supports high quality teaching that increases student achievement.

Reason for change:

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

This package supports the Governor's priority to improve student achievement articulated in World Class Education Goal 1.2.j *Increase the percentage of teachers rated distinguished*

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

The new evaluation system has the potential to dramatically increase student achievement and the lives of Washington's students. Policymakers have invested heavily in this system change. Opinion makers are watching carefully. In these first few years of implementation, every move is strategic, and providing educators with information about how they will be evaluated and the connects between the states new career and college readiness standards and their evaluations will help to ensure that these significant reforms are successful.

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

OSPI has worked closely with the TPEP steering committee organizations (WEA, AWSP, WASA, WSPTA, WSSDA) and have discussed this potential package with them. They are supportive of the efforts to include everyone in the training of the new evaluation systems.

In addition, key members of our steering committee have been meeting with stakeholder groups (League of Education Voters, Partnership for Learning, and Stand for Children) over the past two years and recently met with them about this and other issues related to implementation. They too are supportive of these efforts to train educators around the frameworks and student growth measures.

Impact on Clients and Services

The former evaluation system was forty years old and universally viewed as being ineffective. It is critical that we support educators and districts towards full implementation so that all educator evaluations are valid and reliable.

Local districts have been asked to implement several reforms simultaneously, and these funds will help districts provide their staff with the training they need to do so with fidelity.

Impact on Other State Programs

Increases in effective teaching and instructional leadership accelerate the rate and quality of students' learning and increase the potential for closing opportunity and achievement gaps that we all know to be harmful to students and to society.

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

Online training modules were created by OSPI to support the learning of teachers and principals. However, the goal of common understanding and common expectations cannot be achieved in an isolated learning environment. Teachers and principals need time for the dialogue that will assure a shared understanding of the criteria, the rubrics, and the measures that will assess student growth. Therefore, it is necessary to provide face-to-face training with teachers and supported as best practice from research on the learning progression.

What are the consequences of not funding this package?

Beginning with the 2015-16 school year, ESSB 5895 requires that the evaluation be used in making personnel decisions. Due to the fact that the evaluation system will be tied to work assignment, reductions in force and other decisions in the future, there is a potential for litigation if educators are not properly trained.

OSPI, the ESDs and local districts have been working to build the infrastructure for a statewide professional learning system. A critical element of this system requires that local districts staff have consistent access to the professional learning opportunities they

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need to improve their instructional practice without having to sacrifice student learning time to achieve that goal.

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

There is no relationship between this request and the capital budget.

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

OSPI will request a change to RCW 28A.415.360 - Learning improvement days-- Eligibility—Reports in order to specify that funds provided for LIDS in the 2013-15 and 2015-17 biennia be used for state directed purposes.

Expenditure and revenue calculations and assumptions:

Expenditure Calculations and Assumptions:

OSPI assumes that all state-funded certificated instructional staff working in basic education programs will be eligible for LID days; approximately 56,000 FTE staff. OSPI staff used current year salary and benefit allocation amounts to derive a per day cost of these staff. The funding drivers are included in the table below.

Total CIS	55,822.05
Base Salary	34,154.11
Average Staff Mix	1.56926
<i>Salary Allocation</i>	<i>2,991,876,315.12</i>
Benefits @18.68%	558,882,495.67
HLD @ 9,216 per fte	514,455,985.15
<i>Total Salary and benefits</i>	<i>4,065,214,795.94</i>
Days per FTE	180
Per Day Cost	22,584,526.64

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	\$45,169,053	\$45,169,053
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
Total Objects		\$0	\$45,169,053	\$45,169,053

Expenditures & FTEs by Program

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Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2014	FY 2015	Avg	FY 2014	FY 2015	Total
A020 Professional Development	055				\$0	\$45,169,053	\$45,169,053
					\$0	\$0	\$0
Total Activities					\$0	\$45,169,053	\$45,169,053

Six-Year Expenditure Estimates

Fund	13-15 Total	15-17 Total	17-19 Total
	\$45,169,053	\$45,169,053	\$45,169,053
Expenditure Total	\$45,169,053	\$90,338,106	\$90,338,106
FTEs	0	0	0

Distinction between one-time and ongoing costs:

All costs in this request are assumed to be ongoing. The process of training will never be complete, but after 2015, most effort will be on induction of newly-hired staff into the new evaluations system on ongoing professional learning to strengthen educators' teaching practices.

In addition, following the implementation of the new evaluation system and learning standards OSPI assumes that districts will continued to use these funds for the purposes identified in RCW 28A.415.360 - Learning improvement days--Eligibility--Reports.

Budget impacts in future biennia:

OSPI assumes that in the process of phasing in full funding for basic education, which includes additional certificated staff, the cost of these days will increase by a factor commensurate with the number of additional state-funded staff. Beyond the period during which full funding for basic education is phased in OSPI anticipate that these costs will only change with state allocations for salaries and benefits.