

Professional Learning Support System - N5

Agency: 350 Office of Superintendent of Public Instruction
Budget Period: 2015

Recommendation Summary Text (Short Description):

Superintendent Dorn is requesting \$10,997,352 in the 2015-17 biennium to build a strong and equitable educator professional learning system across the state. These funds will support an increased investment in a regional professional learning infrastructure via funding additional English language arts (ELA) (secondary), mathematics (elementary), and science (elementary) coordinators housed in each of the nine regional ESDs. These funds will also support the statewide ELA, math, and science teacher leader Fellows Network by providing substitute costs for five annual regional professional learning workshops for 300 fellows.

Fiscal Detail

Operating Expenditures		FY 2016	FY 2017	Total
General Fund	001-01	\$5,498,676	\$5,498,676	\$10,997,352
Total Cost		\$5,498,676	\$5,498,676	\$10,997,352

Staffing	FY 2016	FY 2017	Annual Avg.
Total FTEs Requested	0.0	0.0	0.0

Package Description

Background

The 2014-15 school year marks the first year that all students will be assessed on new state learning standards for English language arts (ELA) and mathematics (the Common Core State Standards, adopted in 2011). In addition, 2014-15 marks the first full year for districts to begin their transition to new K-12 science learning standards (the Next Generation Science Standards, adopted in 2013). Since 2011, OSPI, in collaboration with the Association of Educational Service District (AESD) Network (consisting of 1, state-funded content expert each for math, science, and ELA in each of the nine ESD regions), has developed transition plans and professional learning materials/opportunities that support school districts and teachers in accessing high quality, aligned, and consistent professional learning focused on the new standards.

During the 2013-14 year, the number of educators and districts participating in Network-developed professional learning opportunities included:

- ELA professional learning: 3,745 educators from 187 districts
- Math: 6,424 educators from 231 districts
- Science: 4,641 educators from 231 districts

Professional Learning Support System - N5

Although over 10,000 educators participated in Network professional learning during the 2013-14 year, across the state, there continues to be limited capacity at the regional and local levels for supporting educator professional learning to implement these new learning standards. With only one funded (each) K-4 ELA, K-12 math, and K-12 science coordinator there is also limited personnel capacity within each region at the ESD and district levels, to develop and provide sufficient and differentiated regional opportunities for educators to access professional learning grounded in these new standards.

ELA: There is significant support needed for secondary ELA professional learning. Currently only K-4 ELA coordinators are funded. OSPI has utilized a small portion of Federal Title IIA funds to support K-12 ELA statewide professional learning, however in 2014-15 this amount was reduced to \$40,000/ESD region per year.

Math: With the new standards, there is increased need for elementary teacher to be proficient in the teaching of foundational numeracy skills and the state's early elementary math learning standards. This need is clearly illustrated by the percentage of kindergarten students entering school with extremely limited basic math skills. With only one math coordinator in each region, most of whose expertise is in secondary math, there is great need to round out regional expertise to support early elementary mathematics.

Science: A key shift in the science standards is more emphasis on shared responsibility for teaching science starting in the early grades. Schools need support in creating structures for integrating science into elementary school schedules, and professional learning support for teachers to build their capacity for understanding and teaching elementary science.

Current Situation

Regional Professional Learning Infrastructure Supports: The state currently funds one math, one science, and one K-4 ELA coordinator who are housed in each ESD region. The job of these coordinators has been to co-develop professional learning materials, and deliver them to educators within their regions. State funding for math and science regional coordinators has been consistent since 2008-09.

In the 2013-14 school year, Network professional learning opportunities engaged thousands of educators from over 200 districts in all three subjects (ELA - 3,745 from 187 districts; Math – 6,424 from 231 districts; Science – 4,641 from XX districts) and resulted in positive impacts on teacher practice and increased student achievement. However many regions had to turn teachers away, and were unable to respond to requests for support across their regions given the limited time and availability only one individual has.

Teacher Leader Fellows Network: Since spring 2013, OSPI and the AESD Network have collaborated in establishing a consistent statewide system of ELA and Math teacher leader “Fellows” as one way to build teacher leadership knowledge and capacity to support district and building transitions to the new standards. The Fellows

Professional Learning Support System - N5

effort has been largely unfunded, with OSPI and districts making the commitment for teachers to engage in the network and bring back their learning to district teams. State funding is essential to support substitute costs and to allow for more equitable access for more teachers to participate in the Fellows Network, and for each ESD region to provide more targeted support districts in utilizing the Fellows to build educator capacity locally.

In the 2013-14 school year, OSPI and the AESD scaled a statewide network of 150 ELA and Math Teacher Leader Fellows (in 105 districts). All regions have committed to a shared application and selection process, as well as a common learning cycle focused on the learning standards and teacher leadership for every ELA and Math Fellow. This growing network is now being looked to by statewide professional learning partners, including WEA, as a critical foundation for teacher engagement and building teacher capacity for successfully implementing the new standards. The Network plans to bring on Science Fellows starting in the 2015-16 year.

Proposed Solution

To address the current problem the Superintendent requests funds to increase the State's investment in a regional professional learning infrastructures via funding additional English language arts (ELA) (secondary), mathematics (elementary), and science (elementary) coordinators housed in each of the nine regional ESDs; and to invest in the statewide ELA, Math, and Science teacher leader Fellows Network.

Regional professional learning infrastructure support will include one secondary ELA coordinator at each ESD, one elementary math coordinator at each ESD and one elementary science coordinator at each ESD. These staff will increase the regions' capacity to meet the professional learning demand and will help round out the expertise among regional staff.

Investments in the Fellows Network will cover the costs of substitute for five annual regional professional learning workshops for 300 fellows.

These two key infrastructure components are critical to build regional and local capacity as professional learning funding for TPEP weans at the end of the 2013-15 biennium. By building internal and external capacity now for connecting TPEP (teacher and principal criteria and frameworks) with the content of what is taught in classrooms, especially with CCSS and NGSS, OSPI and key state partners will be better able to support the continuing transition to TPEP into the 2015-16 year and beyond. In addition, school buildings will be able to build on the foundation of professional learning that has been supported since 2012-13 that focused on TPEP.

Contact person

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Professional Learning Support System - N5

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Narrative Justification and Impact Statement (Includes the following section)

What specific performance outcomes does the agency expect?

- Increased equity and access by educators to professional learning opportunities focused on ELA, math, and science – at the local, regional, and state levels
- Increased percentage of teachers and principals in WA that indicate readiness to implement new ELA, math, science standards
- Fellows demonstrate shifts in instructional practice and increased student performance in ELA, math, science
- Increase in student performance and educator effectiveness as measured through regional PL data collections and Math Science Partnership evals
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Performance Measure Detail

Describe performance measures that will be tracked to gauge success of the program.

In addition to regional subject-specific data collection through AESD professional learning and the Fellows Network, state-level performance measures that will be tracked will include:

- The percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment
- Percentage of students making adequate growth toward proficiency in ELA/math as determined by Student Growth Percentiles in 4th and 6th grades
- The percentage of students enrolled and the percentage who earned high school credits in Algebra I/Integrated Math I by the end of 8th grade, and by the end of 9th grade
- The percentage of students meeting standard on all state assessments required for graduation, by the end of 10th grade
- Four-year and five-year graduation rates
- ELA, math, and science course failure rates in 9th grade

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, and the OSPI mission to support every student to be ready for careers, college, and life.

Reason for change:

Professional Learning Support System - N5

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

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 provide essential support to one or more of the Governor's Results Washington priorities? If so, describe.

Yes.

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

Connections:

- WSIPP study on cost/benefits for professional development
- QEC recommendations for scaling 10 days for professional learning for every teacher as part of a fully funded program of basic education
- OSPI/AESD plans to define proposed content for 10 days
- JLARC professional development analysis due to Legislature in Dec. 2014

Stakeholders:

- Association of Educational Service Districts
- WASA/AWSP
- WEA / Teachers United
- Quality Education Council
- All state educator associations
- Private partners – LASER, Partnership for Learning, Stand for Children, Washington STEM

Impact on Other State Programs

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

OSPI staff considered continuing to try and pull stakeholders together to meet educators' professional learning need without additional state support however, this model is not sustainable. Existing regional coordinators are not able to meet the professional learning needs of their entire regions alone nor do they have the expertise to cover topics across the entire K-12 grade span. Additional staff are needed to support the implementation of new standards and related professional learning needs of staff.

What are the consequences of adopting or not adopting this package?

The ability of the state (OSPI, 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 is the relationship, if any, to the state's capital budget?

Professional Learning Support System - N5

None

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

None

Expenditure and revenue calculations and assumptions:

Revenue Calculations and Assumptions:

None

Expenditure Calculations and Assumptions:

Regional Professional Learning Infrastructure

Funding for ELA, math and science coordinators are based on current allocations for regionals math and science coordinators, and are identified below.

Secondary ELA Coordinators (1 per ESD) = \$ 1,757,892 per FY

Elementary Math Coordinators (1 additional per ESD) = \$ 1,757,892 per FY

Elementary Science Coordinators (1 additional per ESD) = \$ 1,757,892 per FY

TOTAL = \$ 10,547,352 per biennium

Statewide Fellow Network Support

Statewide fellows network support costs are based on estimates from districts about the actual cost for substitutes. OSPI estimates that 300 fellows would be convened for 5 days per year at a rate of \$150/day.

2015-16: 300 Fellows x 5 days for subs @ \$150/day = \$225,000 per FY

2016-17: 300 Fellows x 5 days for subs @ \$150/day = \$225,000 per FY

TOTAL = \$450,000 per biennium

Object Detail

		FY 2016	FY 2016	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	\$5,498,676	\$5,498,676	\$10,997,352
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
Total Objects		\$5,498,676	\$5,498,676	\$10,997,352

Professional Learning Support System - N5

Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2016	FY 2017	Avg	FY 2016	FY 2017	Total
A017 Local Effort Assistance	029	0.0	0.0	0.0	\$5,498,676	\$5,498,676	\$10,997,352
Total Activities					\$5,498,676	\$5,498,676	\$10,997,352

Six-Year Expenditure Estimates

Fund	15-17 Total	17-19 Total	19-21 Total
General Fund 001-1	\$10,997,352	\$10,997,352	\$10,997,352
Expenditure Total	\$10,997,352	\$10,997,352	\$10,997,352
FTEs	0.0	0.0	0.0

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

All costs identified in this request are assumed to be on-going, and will remain relatively constant with adjustments for inflation.