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Montana Education and Local Government Interim Committee

State Implementation of Common Core State Standards

June 18, 2012

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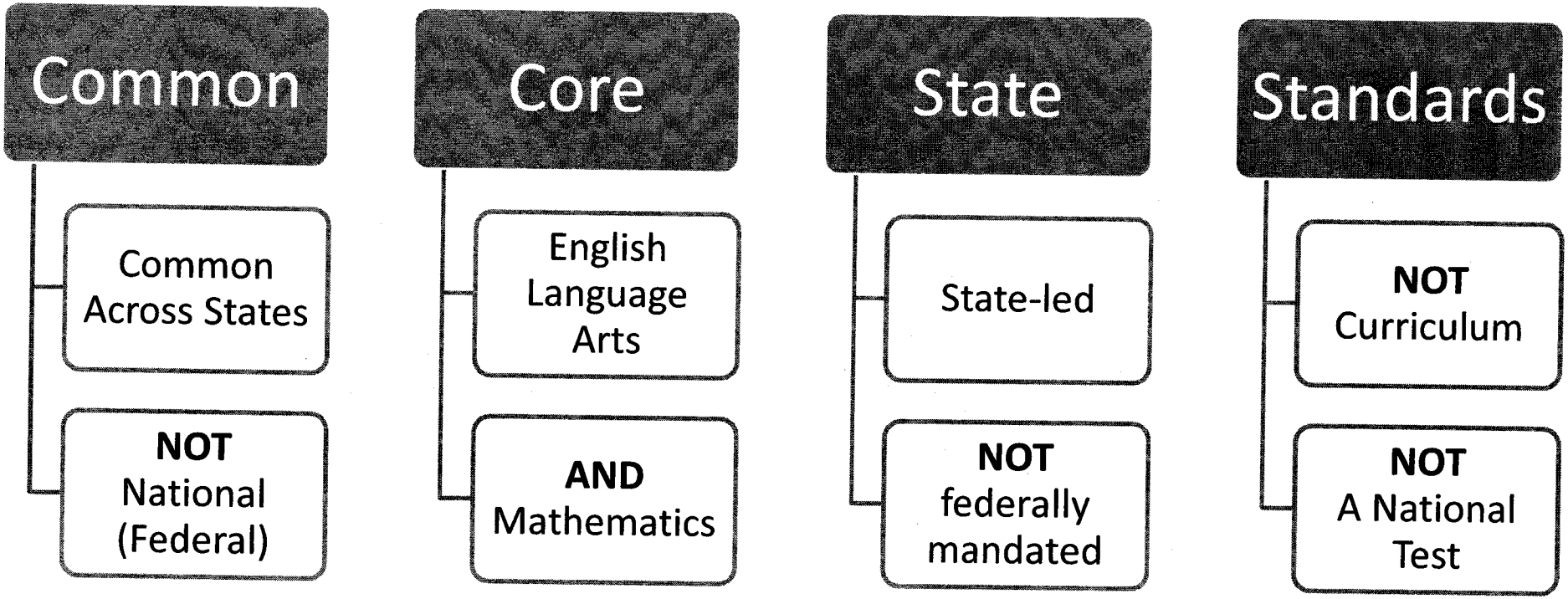
Education Program

EDUCATION & LOCAL GOV'T IC
JUNE 18, 2012
EXHIBIT 21

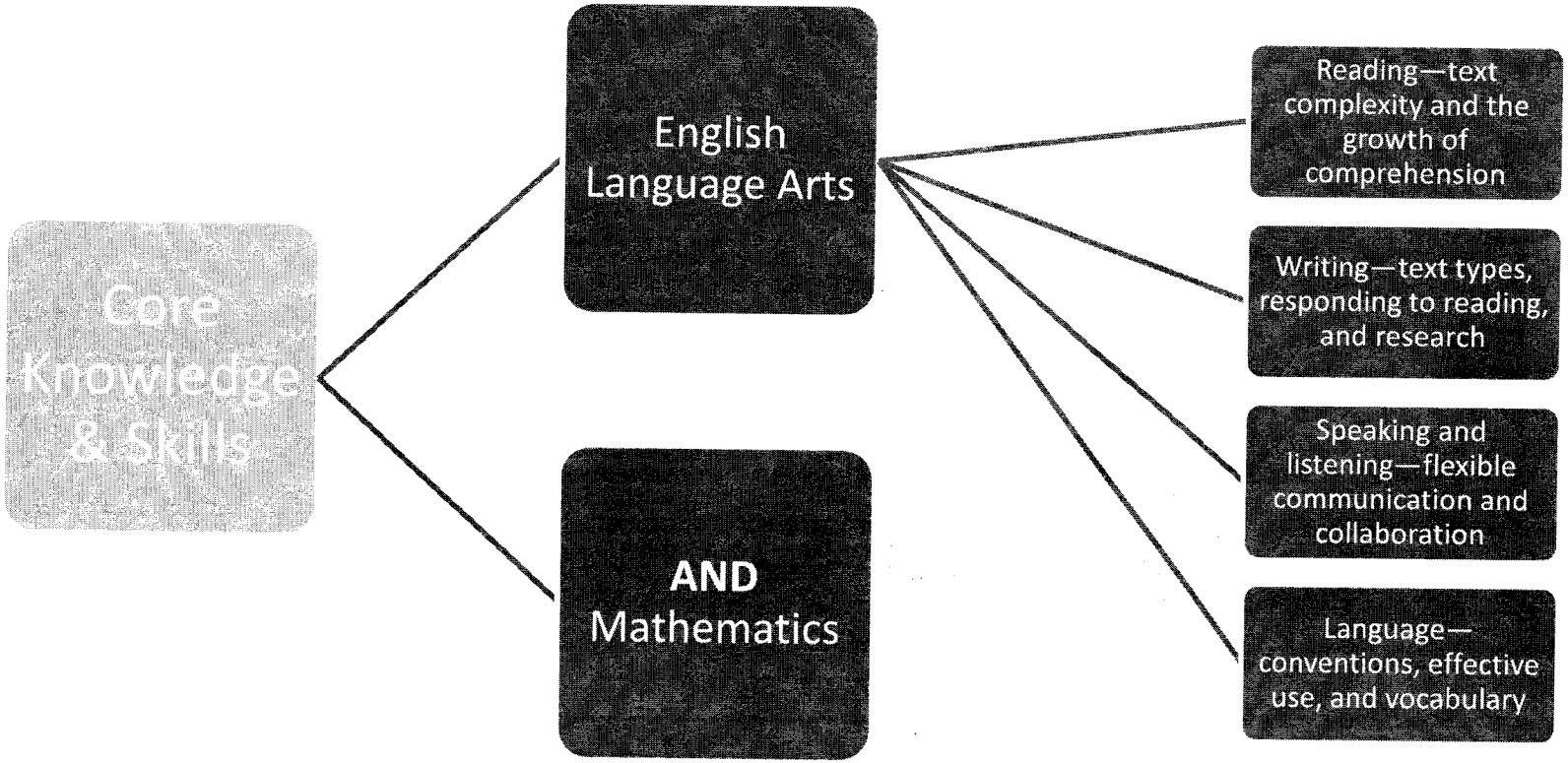
Overview

- Explanation of the Common Core State Standards
- State adoption of common standards
- Impacted policy areas
- State implementation Common Core State Standards (CCSS)
- Costs related to CCSS
- Promises versus challenges of CCSS

What are the Common Core State Standards?



What do the CCSS Cover?



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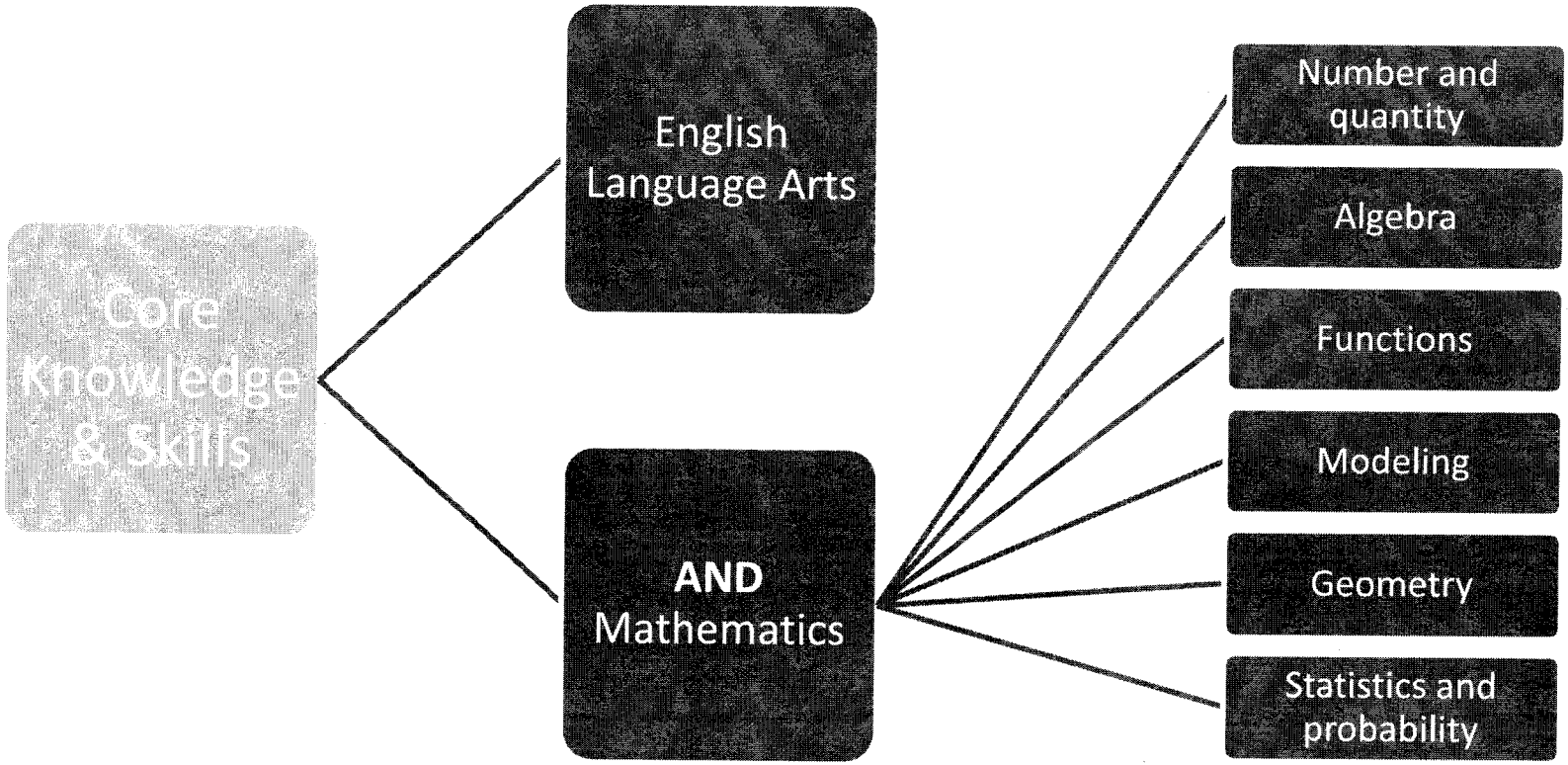
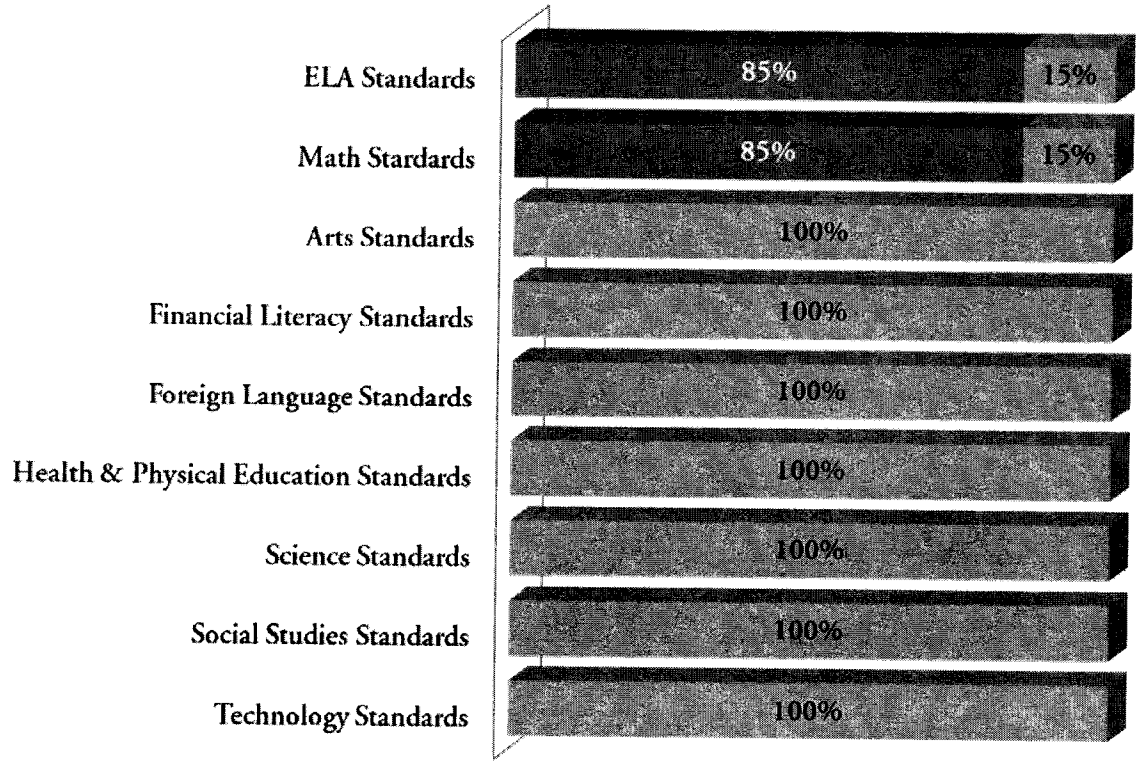


To which Grade Levels do the CCSS Apply?

- Includes ELA and math standards for EACH GRADE,
  - Individual standards for K-8
  - Two-year bands for grades nine to 12 (i.e., one set of standards covers grades nine and 10 and another set covers grades 11 and 12) in order to allow flexibility in high school course design

States May Augment CCSS by 15%



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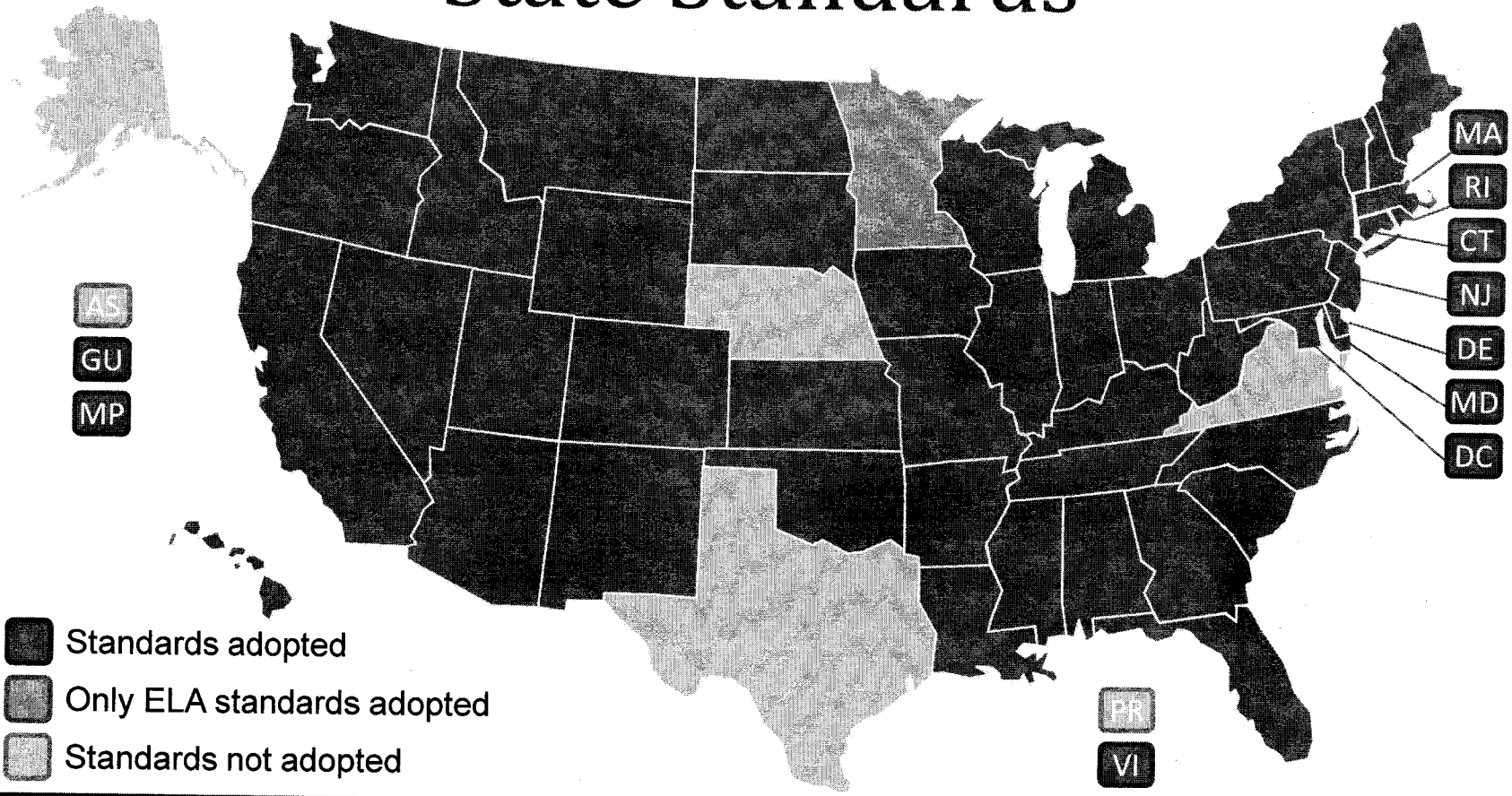
State Adoption of Common Core State Standards



Which Government Entity Adopted the Common Core State Standards?

Board of Education	Chief State Education Officer	Legislative Approval Required	Did Not Adopt
AL, AZ, AR, CA, CO, CT, DE, DC, FL, GA, HI, IL, IN, IA, KS, LA, MD, MA, MI, MS, MO, MT, NV, NH, NJ, NY, NC, MP, OH, OK, OR, PA, RI, SC, SD, TN, UT, VT, WV, WY	*NM, ND, WI*	*ID* (State Senate Education Committee approved Board of Education decision to adopt) *MN* (Commissioner of Education through statutory authorization) *KY* (General Assembly) *ME* (State Legislature approved Department of Education proposal to adopt) *WA* (State superintendent through authorization from state Legislature)	*AK, NE, TX, VA*

Policy Areas Impacted by CCSS

- Instructional materials and curricula choices
- Teacher professional development
- Teacher evaluations
- School accountability
- Federal requirements
- Assessments

Timeline for Implementation: 2012 – 2013

- States participate in one of two (or both) assessment consortia to develop assessments
- States conduct policy audits; review statutes and regulations, and amend or adopt new laws when needed to support CCSS objectives
- States begin to develop:
  - Curriculum aligned to the Standards
  - Professional development programs for educators and principals
  - Growth models to track individual student progress on the Standards
  - Interactive reporting systems to deliver assessment results
  - Educator evaluation systems aligned with students' progress on the standards

Timeline for Implementation: 2012 – 2013

- States begin to procure technological infrastructure to deliver the assessments
- Systems of higher education begin to align:
  - Admission standards to the Standards
  - Freshmen year core curriculum to the Standards
  - Teacher preparation program content to the Standards
- Districts begin to adopt curriculum and design class instruction aligned to the Standards (state and grade dependent)

Timeline for Implementation:

2014

- Districts begin to adopt curriculum and design class instruction aligned to the Standards (state and grade dependent)
- Districts pilot individual assessment items
- Districts phase in through-course assessments

2015

- Spring: administration of end-of-year assessments
- Fall: report due on end-of-year assessment results

States' Progress

Education First and EPE Research Center:

- Surveyed SEAs during 2011 summer. Findings include:
  - Formal implementation plans are underway in all CCSS states
  - Most states have begun planning to align their systems in the following areas:
    - Providing professional development to teachers (45 states),
    - Changing or revising curriculum guides and other instructional materials (35 states), and
    - Revising teacher-evaluation systems (38 states).
  - 7 states (mostly RTTT states) have fully developed plans for the surveyed areas (teacher professional development; curriculum materials; and teacher-evaluation systems)
  - 18 states lack fully developed plans in all three of these areas

SOURCE: Education First and EPE Research, *Preparing for Change: A National Perspective on Common Core State Standards Implementation Planning*, January 2012; available at: http://www.edweek.org/media/preparingforchange-17standards.pdf.

States' Progress

- Professional Development
  - 20 CCSS states have a fully developed plan to provide teacher professional development aligned with the CCSS
  - 25 CCSS state are in the process of developing such a plan
  - New Hampshire has not begun developing PD plan
- Curriculum Materials
  - 17 states have fully developed plans for providing CCSS-aligned instructional materials to teachers
  - 18 states are developing an instructional materials plan
  - 11 states report no progress toward developing an instructional materials plan
- Teacher Evaluation Systems
  - All but 8 CCSS states are working on a plan for their teacher-evaluation systems
    - Systems include holding teachers accountable for students' mastery of the new standards.

SOURCE: Education First and EPE Research, *Preparing for Change: A National Perspective on Common Core State Standards Implementation Planning*, January 2012; available at: http://www.edweek.org/media/preparingforchange-17standards.pdf.

Districts' Progress Toward Implementation

Center on Education Policy (CEP):

- Surveyed districts one year ago. Findings include:
  - 2/3 of districts have begun to develop comprehensive implementation plans
  - 61% developing or purchasing curriculum
  - 3/4 of districts cite inadequate funding as a major challenge
  - 2/3 of districts cite lack of state guidance on CCSS a challenge
  - 48% of districts provide or plan to provide professional development
  - < 1/2 of districts have developed or plan to develop local assessments
  - 29% of districts have assigned or plan to assign resource teachers to help teachers integrate CCSS into class instruction
  - < 1/3 of districts have changed or plan to change teacher induction/evaluation to align w/CCSS

SOURCE: Center on Education Policy, *Common Core State Standards: Progress and Challenges in School Districts' Implementation*, September 2011; available at http://www.cep-dc.org/index.cfm?DocumentTopicID=1.

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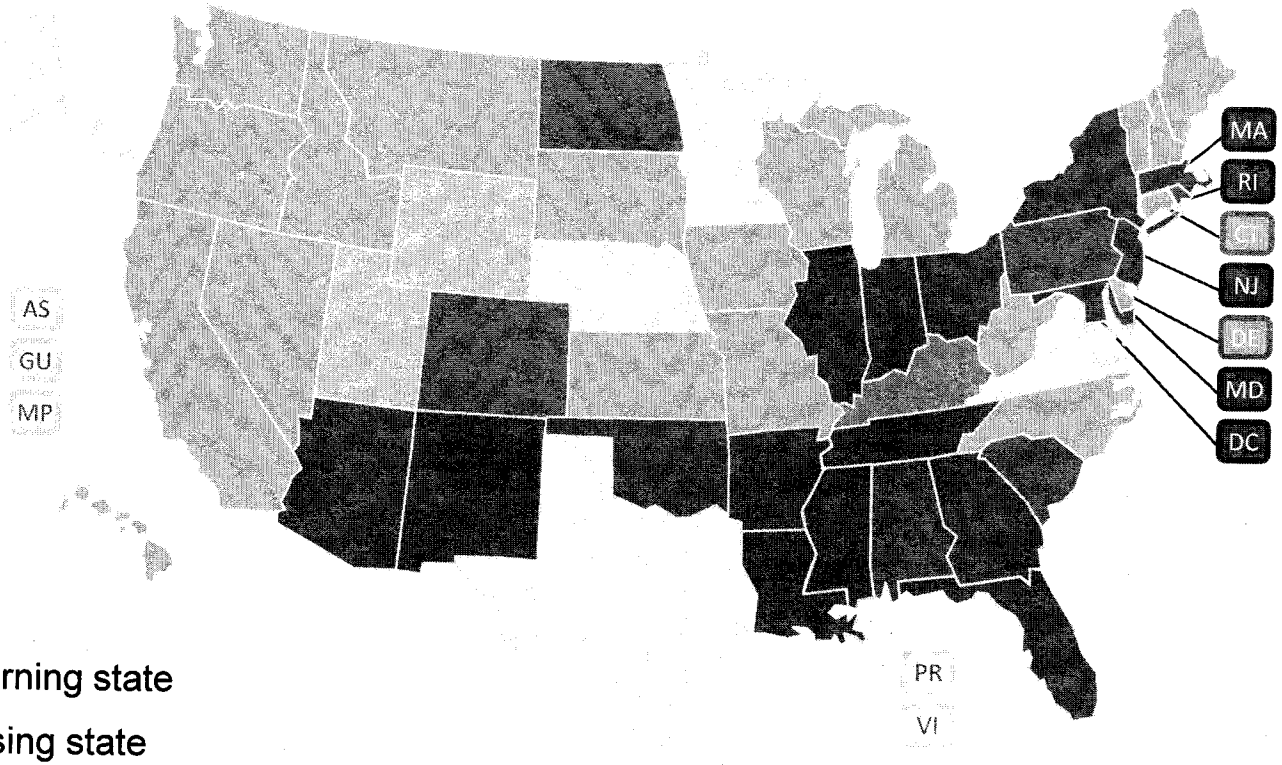
Common Core State Standards Aligned Assessment Consortia



- PARCC governing state
- PARCC participating state
- SMARTER Balanced governing state
- SMARTER Balanced advising state
- State advising/participating in both consortia

English Language Arts/Literacy and Mathematics, Grades 3-8 and High School*

BEGINNING OF YEAR

END OF YEAR

DIGITAL LIBRARY of formative tools, processes and exemplars; released items and tasks; model curriculum units; educator training; professional development tools and resources; scorer training modules; and teacher collaboration tools.

INTERIM ASSESSMENT

Computer Adaptive Assessment and Performance Tasks

INTERIM ASSESSMENT

Computer Adaptive Assessment and Performance Tasks

Scope, sequence, number, and timing of interim assessments locally determined

PERFORMANCE TASKS
•ELA / Literacy
• Math

COMPUTER ADAPTIVE ASSESSMENT
ELA/Literacy & Math

Re-take option available

Optional Interim assessment system — no stakes

Summative assessment for accountability

* Summative and interim assessments for grades 3 – 8 and 11, with additional supporting assessments for grades 9 and 10.

** Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Developed by The Center for K–12 Assessment & Performance Management at ETS, version 5, March 22, 2012.

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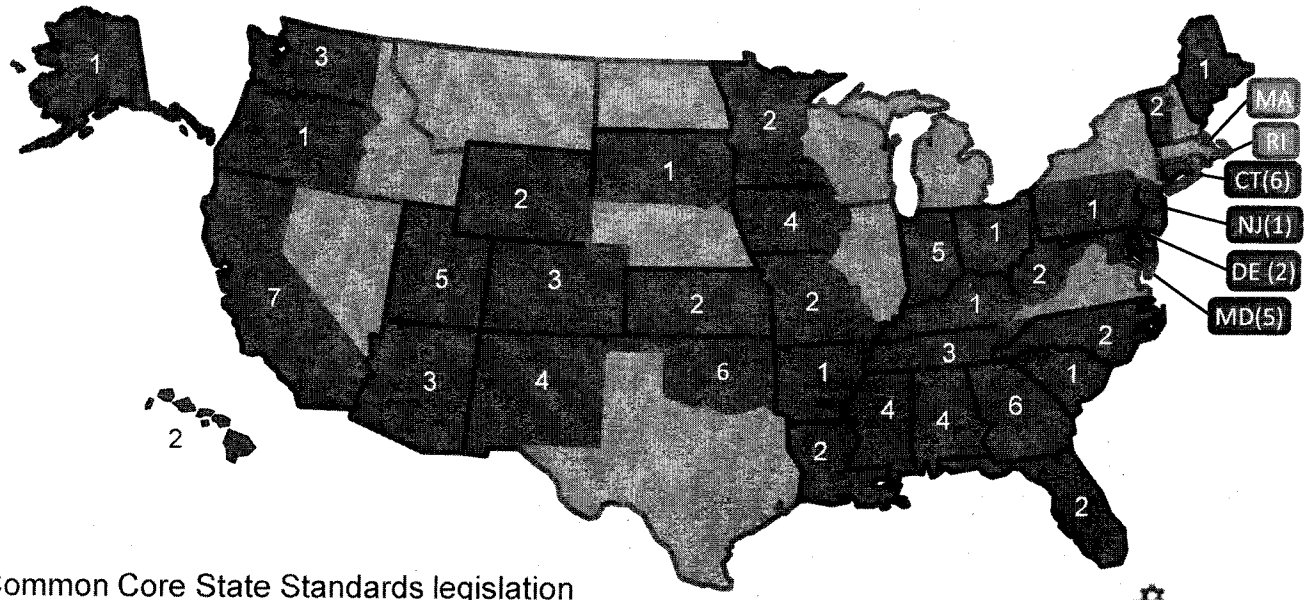
Legislative Action on CCSS: 2012

As of June 13, 2012, state legislatures in **36** states have introduced **100** bills that address CCSS. **Thirty-nine** of these bills have become law.



States WITH Common Core State Standards legislation

States WITHOUT Common Core State Standards legislation

\# Number of bills introduced

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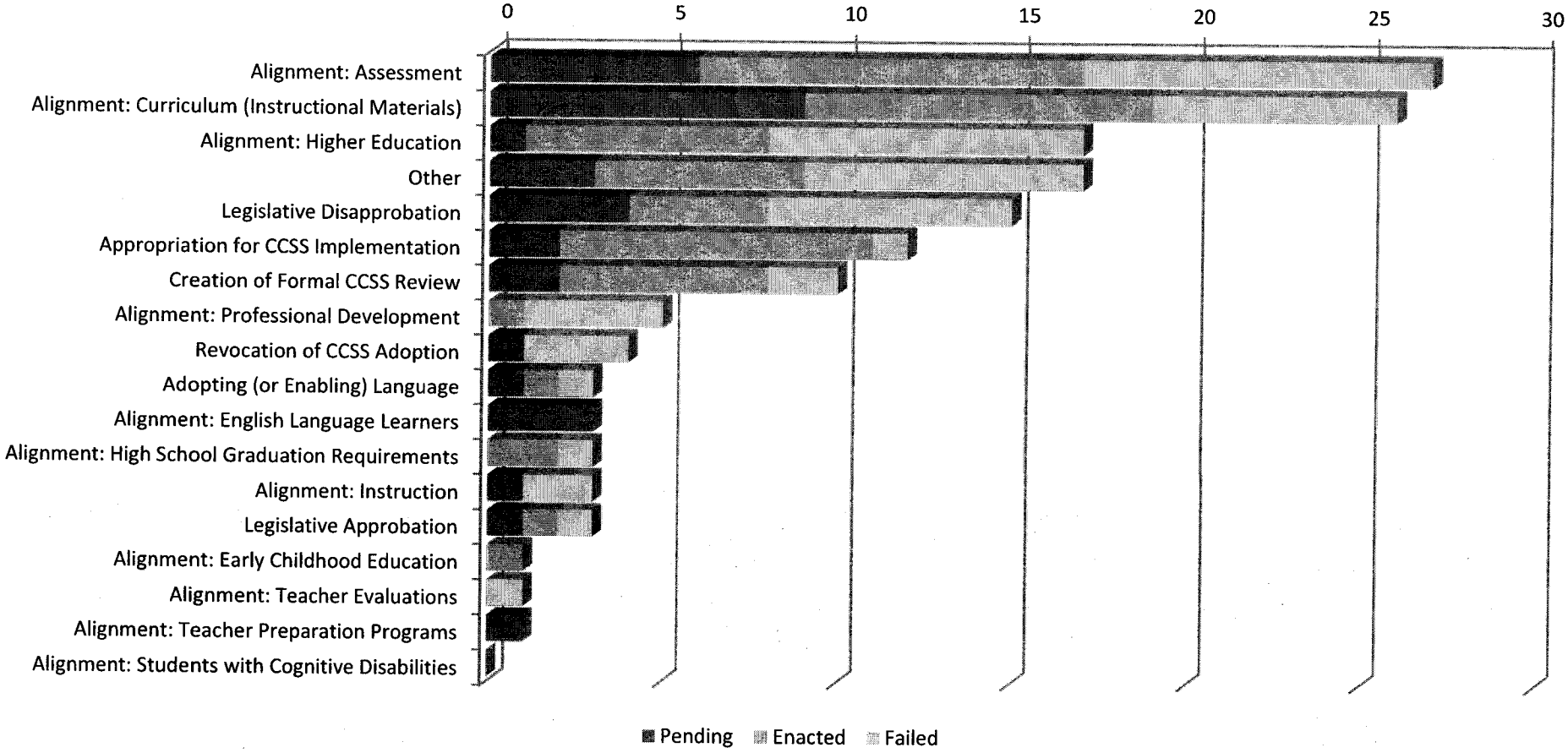
Legislative Action on CCSS: 2012



Costs Associated with Implementation: Overview

- Transition (one time) costs and investments
  - Split between states and districts
  - Costs spread out over THREE years
  - Costs include:
    - New instructional materials
    - Professional development opportunities
    - New assessments
- Ongoing costs and investments

Costs Associated with Implementation: Overview

- Ongoing costs and investments
  - Folded back into pre-CCSS state and district expenditures related to state standards and assessments
  - These costs will always include:
    - Maintenance and repair of assessment medium
    - Technological obsolescence
    - Instructional materials
    - Professional development
    - Etc.

Costs Associated with Implementation: ***Pioneer Institute***

- Over seven years: +/- $15.8 billion over seven years for all CCSS states.
  - $1.2 billion for the new assessments,
  - $5.3 billion for professional development,
  - $2.5 billion for textbooks and instructional materials, and
  - $6.9 billion for technology infrastructure and support
- $10.5 billion is for "one-time" costs

Costs Associated with Implementation: *Fordham Institute*

Three estimates:

- Business as Usual
- Bare Bones
- Balanced Implementation

Costs Associated with Implementation:

Fordham Institute

Scenario	Business as Usual	Bare Bones	Balanced Implementation
Instructional Materials (per student)	$135	$20	$35
Professional Development (per teacher)	$2,000	$400	$560
Assessment (per student)	$20	$20	$45
Fixed Transitional Costs	$4 Million	$4 Million	$4 Million
Total for all CCSS states	**$12,131.8 million**	**$2,951.1 million**	**$5,064.9 million**

Costs Associated with Implementation:
Fordham Institute

MONTANA Current Expenditure	Business as Usual	Bare Bones	Balanced Implementation
$13.8 million	**$47.0 million**	**$13.9 million**	**$21.2 million**
Cost difference:	$33.3 million	$0.1 million	$7.5 million

MONTANA Current Per Pupil Expenditure	Business as Usual Per Pupil	Bare Bones Per Pupil	Balanced Implementation Per Pupil
$97	**$332**	**$98**	**$150**
Cost difference:	$234	$1	$53

How Will Common Core State Standards Impact Montana?

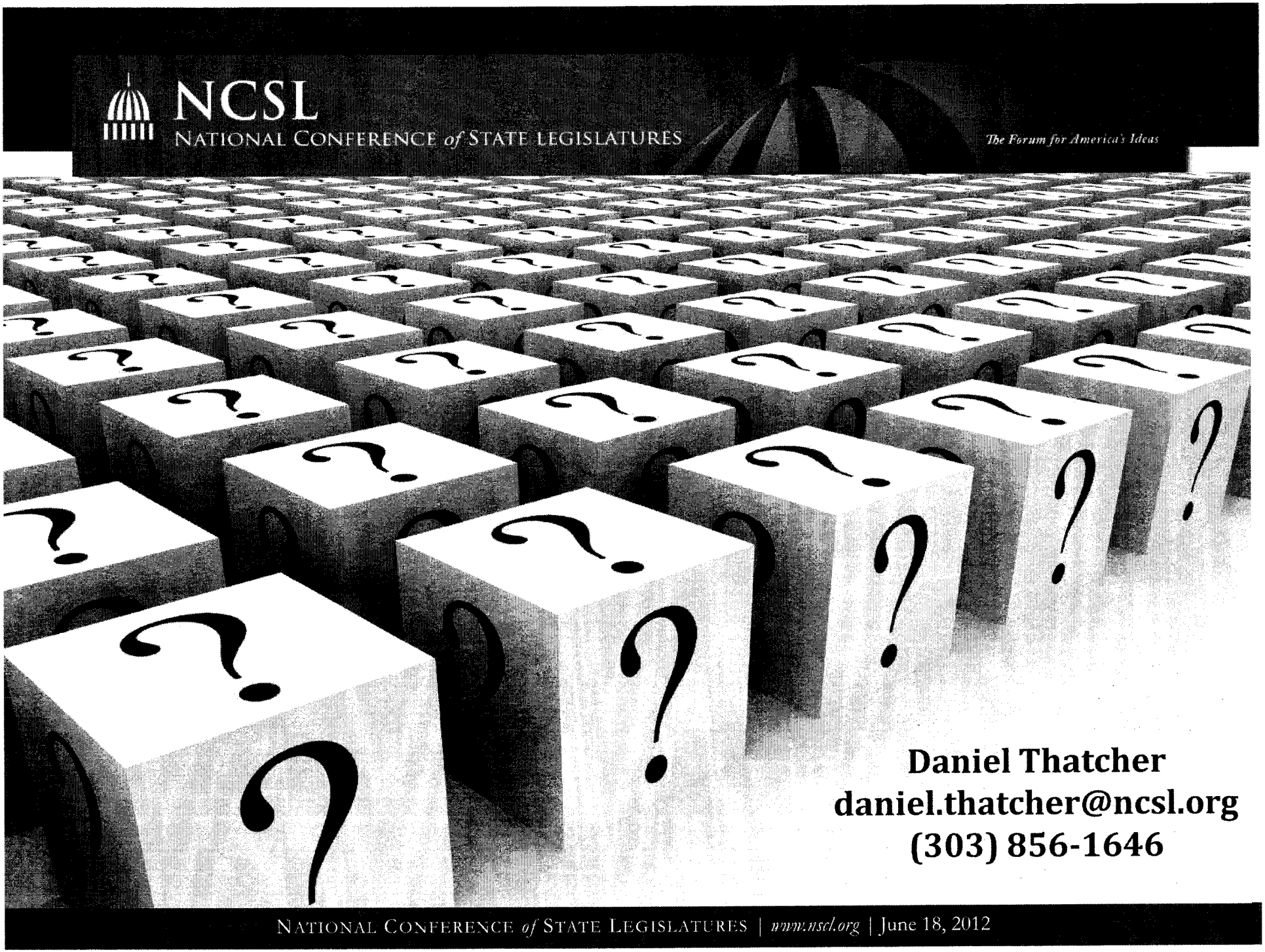
- Teachers
  - Evaluations
  - Professional development
  - Teacher training (colleges of education)
- School accountability systems
  - A thru F grading systems
  - *Or AYP*
- Assessments
- Federal policy (ESEA/NCLB waivers)

Promises versus Challenges

- Common standards may further state education goals in the following ways:
  - Generalize public expectations
  - Align textbooks, digital media and curricula to international standards
  - Base professional development for educators on identified needs and best practices
  - Develop and implement an assessment system to measure student performance against the Standard
  - Evaluate policy changes needed to help students and educators meet the Standards.
- Other possible assets:
  - Rigor
  - State-driven
  - Cross-state comparability
  - Portability

Promises versus *Challenges*

- Opponents of the Standards have suggested that:
  - Adoption of national standards is only one step removed from a federally mandated curriculum
  - Implementation of the Standards may have unforeseen or unintended policy consequences
  - States stand to endure a net loss of time, money and effort in their adoption of the Standards
  - Standards alone will not improve student achievement
- The MOU signed between states and consortia include the following drawbacks for states:
  - Loss of autonomy over core content area assessments
  - Costly implementation
- Pushback concerns go full circle back to the beginning, i.e., federally led efforts failed; states need to take initiative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