FISCAL ANALYSIS ON IMPACT OF COMMON CORE STANDARDS FOR MATHEMATICS AND LANGUAGE ARTS

A Report Prepared for the

Education and Local Government Interim Committee

DRAFT

By

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LFD
Montana
Legislative
Fiscal
Division

INTRODUCTION

As requested by the Education and Local Government Interim Committee (ELG) the Legislative Fiscal Division (LFD) on January 19, 2012 delivered a cost analysis on the Common Core Standards (CCS) for the implementation of CCS for Math and English Language Arts (ELA) for the State of Montana. The purpose of the analysis is to determine if the costs of implementing the CCS will constitute a substantial burden to the school district budgets. The January 2012 study concluded that CCS will cost the State of Montana $6.5 million to implement and did not constitute a substantial burden to the state's school districts. Several issues were raised related to this report:

1) Whether there was a good understanding of the cost drivers related to the CCS;
2) The small size of the sample in the original study;
3) Whether the LFD's definition of substantial fiscal impact was appropriate;

After receiving the report and taking input from the LFD, the Office of Public Instruction (OPI), and the public, ELG requested that LFD refine the study and report back in June.

FURTHER REFINED ANALYSIS

Refined analysis resulted in an adjustment in curriculum development, instructional materials and mathematics teachers, raising the cost estimate by $1.0 million from the original $6.5 million to $7.5 million. However, there was no further basis for redefining the original definition of what constituted a substantial burden. The methodology and cost adjustments are addressed in this report; however, there are still significant unknowns on costs of assessment that could materially impact the cost to school districts, and some additional information is scheduled to be available in August, at which time the costs will be reexamined.

Methodology

The refinement of costs is based on a survey conducted by LFD from April 17 to May 15, 2012. 68 of the 216 school district superintendents invited to complete the survey responded representing 107 different schools with a distribution as shown in Figure 1. On May 15th a meeting, conducted by LFD, was held to discuss the results. In attendance were representatives from the OPI, Montana Rural Education Association, several school district superintendents, and one curriculum director. The results of the survey were presented and the attendees at the meeting were invited to comment. On May 22 an open invitation was extended to the same 216 school districts superintendents to give open ended input on the fiscal impact of common core implementation. Four superintendents responded to this final request and their responses are provided in Appendix B.

LFDs assumptions were checked against three outside studies on the cost of implementing the CCS. These studies were examined for cost estimates and methodologies:

Figure 1: Schools Responding

School Types	
High Schools	27
Middle School	1
Elementary	68
K-12	11
Total Schools	107
Annual Yearly Progress (AYP) Urban Description	
Rural	78
Small Town	18
Urban	11
Total Schools	107
Montana High School Association Classification	
AA	4
A	3
B	9
C	11
Total High Schools	27

1. Pioneer Institute, American Principles Project, Accountability Works, *National Cost of Aligning States and Localities to the Common Core Standards*, White Paper, No 82 February 2012.
2. Murphy, Regenstein, McNamara, *Putting a Price Tag on the Common Core: How much will Smart Implementation cost?*, Thomas Fordham Institute, May 2012
3. Vavrus, *The Common Core State Standards for English Language Arts and Mathematics: Analysis and Recommendations report to the Legislature*, Washington State Office of Public Instruction, January 2011

Summary of Adjustments to Cost Estimates

After receiving additional input from the school districts, education associations and reviewing other cost studies on CCS the LFD has increased its estimate of the implementation cost of the CCS from the original $6.5 to $7.5 million. By the original definition of substantial impact developed by LFD January this still does not constitutes a substantial cost. Overall adjustments are summarized in figures 3 & 4 on the following pages.

Several adjustments were made to the original estimate:

1. Travel expenses of $250,000 were added for curriculum development;
2. The estimate for new math instructors was reduced from $61,000 to $45,000 per year per instructor resulting in a decrease of $620,000;
3. The estimate for the cost of instructional materials was increased by $1.5 million.

Figure 2: Adjustments to original analysis

Cost Component		Adjustment
Professional Development	$	-
Curriculum Development		250,675.00
Textbooks and Supplemental Materials		1,461,974.00
Mathematics Teachers		(619,134.00)
Assessment and Computer Laboratories		-
Total Adjustments	$	1,093,515

Assessment

The cost for assessment was not changed. However, the LFD recognizes that this component still has many unknowns (see page 7, Assessment Costs) and once additional information is obtained could add to the cost of implementing common core, particularly in the larger school districts. This new information may impact whether the costs are substantial under the current definition. Of the three outside studies reviewed for methodology and assumptions, one made a point of not including technology cost as part of its study in part because of these unknowns and the variability of existing technology in place district to district. Two other studies attempted to put a price tag on assessment cost. Based on a methodology borrowed from the Pioneer study and applying it to Montana this cost could increase by as much as $1.0 million (see Appendix A).

The Smarter Balanced Assessment Consortium (SBAC) is currently testing a tool that will determine the level of readiness for every school within the consortium. Currently (June 2012), the tool is being beta tested nationwide. This tool will be used to determine capabilities related to networks, hardware, software, operating systems and form factors. Five schools in Montana are taking part in the survey which should be complete by the end of June 2012. Assuming the beta test is successful OPI is hopeful that all Montana schools will complete the survey by fall 2012 at which point a statistically significant sample will be obtained. The results of this survey will provide a much clearer picture of where Montana is technologically and what improvements need to be made to be ready for SBAC assessments. Until that information is available, the LFD will continue

to use the original estimate for assessment cost. Therefore the current estimate of $967,505 should be considered as the minimum estimate to the final assessment cost.

The relative changes from LFD's original study are displayed in figure 3.

Figure 3: Relative changes in implementation costs

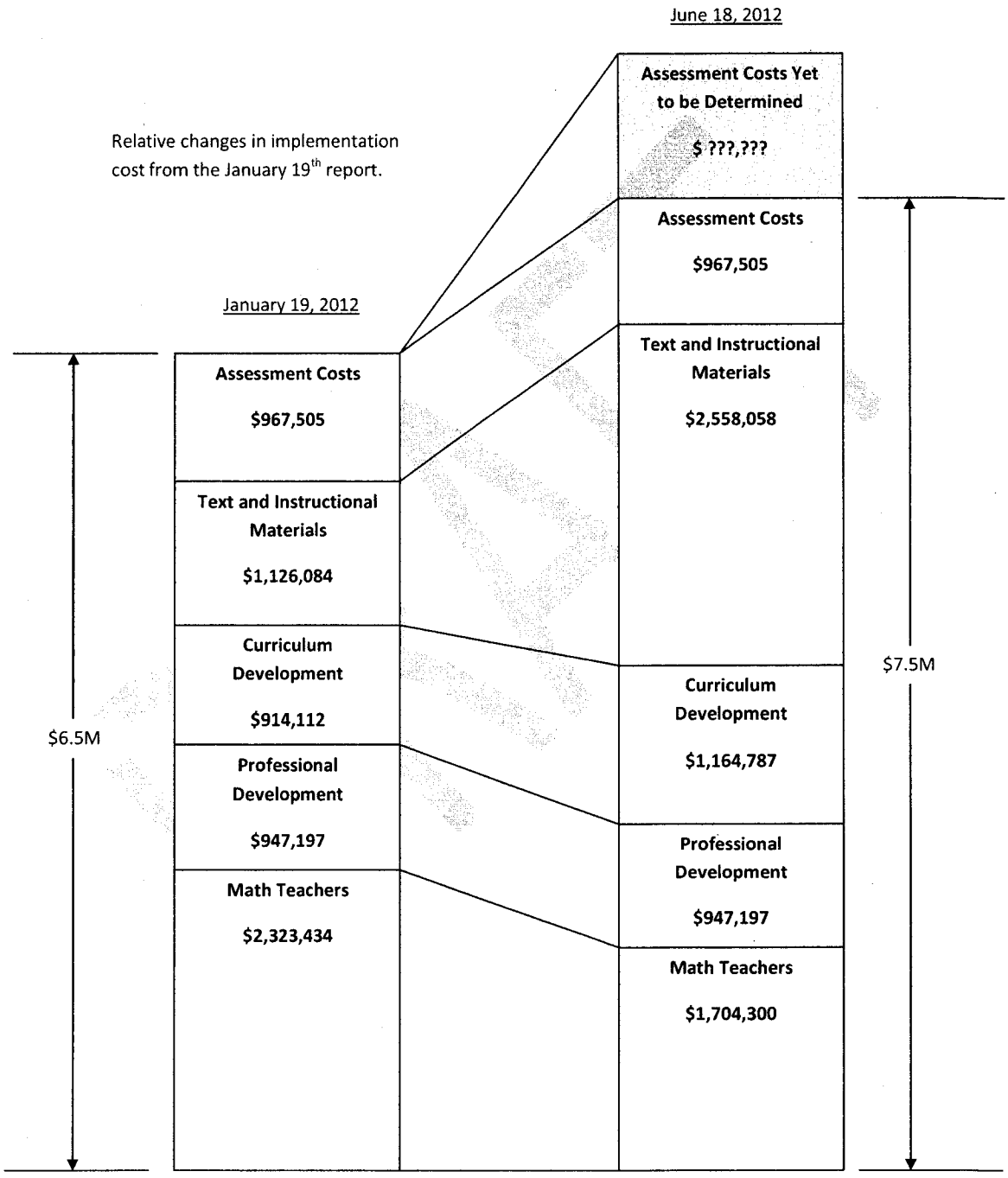


Figure 4: Summary of Adjustments

Montana Common Core Standards Annual Cost Estimates to Implement As of January 2012

Cost Component	Total Estimated Cost	One - Time - Only	Ongoing Cost
Professional Development	$ 947,197	$ 947,197	
Curriculum Development	914,112	914,112	
Textbooks and Supplemental Materials	1,126,084	1,126,084	
Mathematics Teachers	2,323,434		2,323,434
Assessment and Computer Laboratories	967,505	444,150	523,355
Total Estimated Cost	$ 6,278,332	$ 3,431,543	$ 2,846,789

Montana Common Core Standards Annual Cost Estimates to Implement As of June 2012

Cost Component	Total Estimated Cost	One - Time - Only	Ongoing Cost
Professional Development	$ 947,197	$ 947,197	
Curriculum Development	1,164,787	1,164,787	
Textbooks and Supplemental Materials	2,588,058	2,588,058	
Mathematics Teachers	1,704,300		1,704,300
Assessment and Computer Laboratories	967,505	444,150	523,355
Total Estimated Cost	$ 7,371,847	$ 5,144,192	$ 2,227,655

Net Changes in estimate from January to June 2012

Cost Component	Total Estimated Cost	One - Time - Only	Ongoing Cost
Professional Development	$ -	$ -	$ -
Curriculum Development	250,675	250,675	-
Textbooks and Supplemental Materials	1,461,974	1,461,974	-
Mathematics Teachers	(619,134)	-	(619,134)
Assessment and Computer Laboratories	-	-	-
Total Estimated Cost	$ 1,093,515	$ 1,712,649	$ (619,134)

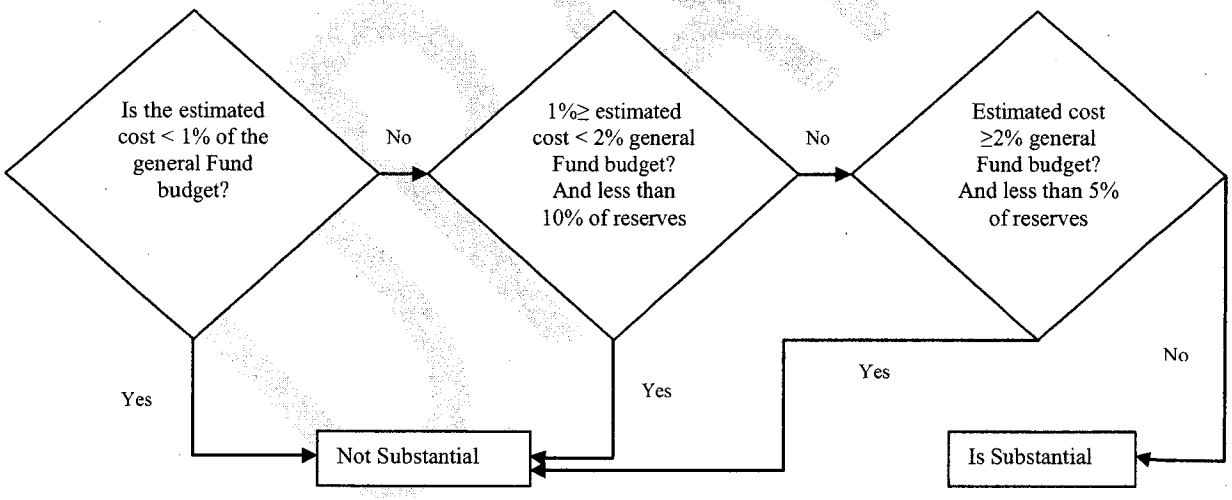
Definition of Substantial

Statute 20-7-101, MCA, requires the LFD to deliver to the ELG a fiscal analysis prior to any changes to the standards of accreditation. Specifically the statute requires that the LFD determine if the changes to the accreditation standards will have a substantial impact, defined in statute as "...cannot be readily absorbed in the budget of an existing school district program." Legal staff from the Legislative Services Division conducted an extensive review of the legislative history and precedent related to substantial cost both within and outside Montana. No precedent was found and nothing in the legislative history suggested or offered a definition of substantial (see Appendix C). As a result, it fell to the LFD to establish a standard to determine what could not be readily absorbed within an existing budget for the purposes of this analysis.

Three LFD analysts, Jim Standaert, Rob Miller, and Kris Wilkinson, met to discuss a standard. The discussion was centered on what financial resources were available to the school districts. Two were identified: 1) the existing budget; and 2) four reserve funds: the general fund, flex fund, impact aid fund, and technology. LFD compared the implementation cost of common core to school districts' financial resources using the standard described below.

If the implementation costs are less than 1% of the general fund budget for the district, the LFD assumes the school district can readily absorb the costs within the school district budget. If implementation costs are between 1 and 2% of the general fund budget and more than 10% of the overall reserves listed above or if the implementation cost is more than 2% of the general fund budget and more than 5% of the reserves, the LFD assumes that the school district cannot readily absorb the costs within its budget. See Figure 5.

Figure 5: Flow chart for determining if costs are substantial to school districts.



In the coming months the LFD will be required to provide a fiscal analysis for amendments to the Chapter 55 standards for school accreditations, which raises another issue. Examined separately each study might conclude the fiscal impact to not be significant even though the combine impact could be significant. Given that the statute as written is not specific as to a definition and no precedent is available, LFD will continue to use the original definition for this study.

REASSESSMENT BASED ON THE RESULTS OF THE LFD SURVEY

The LFD designed a survey to solicit additional input on the cost of curriculum development, professional development, instructional materials, assessment, need for additional math teachers, level of preparation for implementation in school year 2013 – 2014, impact to other programs and some basic demographic information. This input was used to reassess LFD's original estimate. The reassessment results are summarized below. The survey asked 41 questions, selected responses for which are provided in Appendix B.

The additional survey affirms the original estimates for professional development. Adjustments were made to curriculum development, mathematics teachers and instructional materials. The estimate for the cost of implementing student assessment is on less solid ground. Because there are a number of unknowns impacting investment in hardware, software and support infrastructure, the LFD will not change the original estimate. However, this estimate should be considered a minimum estimate of cost to the schools. Once additional information is available this estimate most likely will be revised upward.

Summaries for LFD's reassessment are provided below.

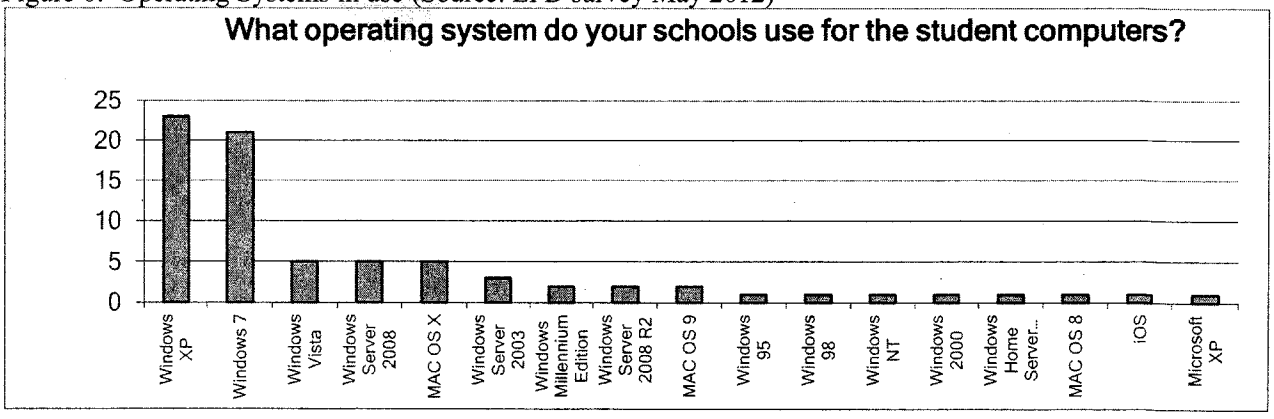
Student Assessment (unchanged)

LFD estimated the need for one computer for every four students for the assessment. This was based on assumptions of how long the exam would take, the time window for the examination and the number of students being evaluated. The three outside surveys also assumed a ratio of four students per computer. OPI maintains data on computer resources by school statewide, using this data and applying our assumptions school by school it was determined that Montana schools would need to purchase 945 computers at $940 each.

In the May meeting issues were raised with this part of LFD's analysis. The main concern was what is meant by available. In our original analysis "available" meant physically available to the student. Based on the conversation at the May meeting "available" may be better defined: as physically available to the student, properly configured and in an environment conducive to effective assessment.

A computer may be available for student use but may not be configured for assessment if it does not have an operating system that will support the SBAC system. Based on LFD's survey, only 64% of the computers available are currently configured with the proper software (Windows XP, Windows 7, MAC OSX, see figure 6 2). A computer may be available but not in the proper environment for testing. Ideally students would all take the exam in the same room so that they can be properly proctored and will not disrupt other classes. If those computers happen to be in an active class room, the class would be disrupted or the computer would need to be removed to another room in support of the SBAC assessment.

Figure 6: Operating Systems in use (Source: LFD survey May 2012)



Of the three outside studies only one addressed this issue in any detail and one ignored the issue with an explanation (see appendix A of the Fordham study). The Pioneer study suggests an approach summarized below.

> Assume that only half of the computers are available (physically available, properly configured, in an environment conducive to testing), and 1/3 of the remaining computers can easily be made available. For every 25 new computers a school will need to purchase one server for $750 and spend $2000 in other infrastructure improvements [1].

This method makes an attempt to adjust for the "availability" issues mentioned above and could be applied to Montana school by school based on data available today.

Currently SBAC is working on a tool that will assess the level of technology readiness of school districts. School districts may enter data manually, upload their inventory file or connect to the SBAC website and allow the tool to scan the schools network to gather the required information. The beta version is currently being tested nationwide. Five schools in Montana are taking part in this beta test, Ekalaka, Cascade, Lewistown, Boezman and Great Falls. Results of the beta test should be available by the end of June.

There are still many unknown factors related to the assessment of students.

- The length of the exam session is still not known
- It is still not know if the exams will be interactive in which case the student will be in contact with the server 100% of the time or will the exam be down loaded, taken by the student, and then uploaded for grading. In this case the student is only in contact with the server during down loading and up loading.
- What is the current level of technology now in place district by district
- Will the mathematics assessment require students to produce diagrams or illustrations in which case computers need the ability to take input from a stylus
- Required hardware, operating system, network requirements, form factors, other accessories.

Assuming the beta test is successful OPI plans to have most schools in Montana complete this technology assessment by fall of 2012. This should give a statistically significant snapshot of the level of technology readiness for the CCS. By that time SBAC should also be able to offer more guidance on the other unknowns listed above.

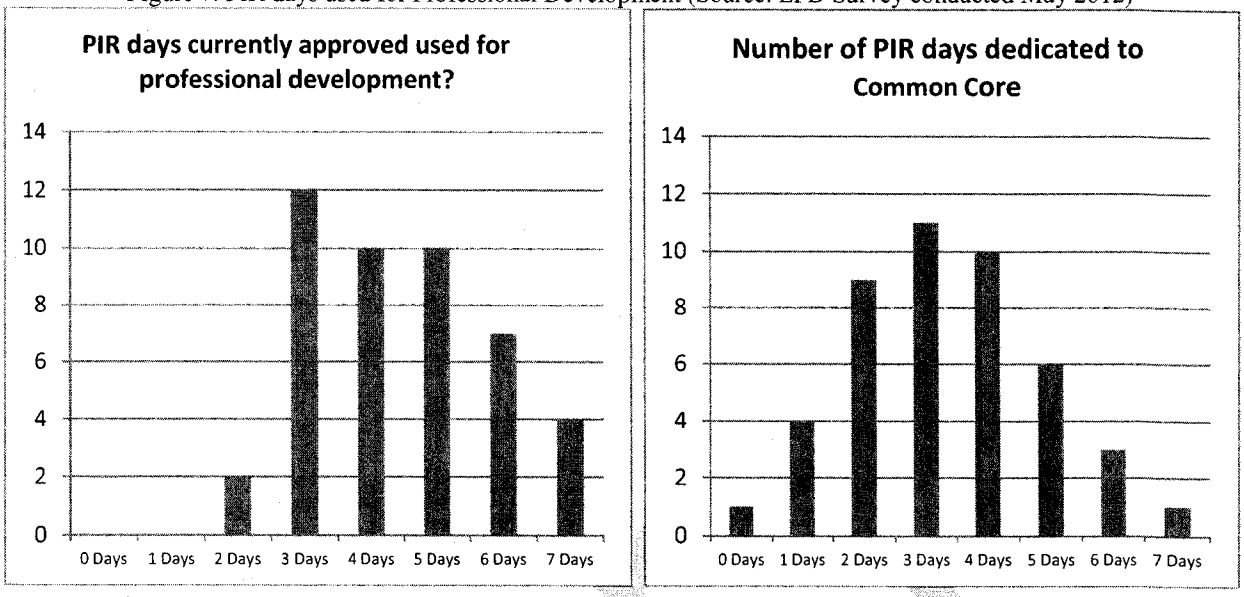
Until this survey is completed and there is a better picture of the technology needs, LFD will not change its original estimate. However our estimate should consider a minimum estimate.

Professional Development (Unchanged)

The only incremental cost considered was the cost of the substitute teachers at $75.06 per day. The total incremental cost was calculated to be $947,197 for 5,006 teachers. The most common response from our survey was that schools normally dedicate 3 of the 7 Pupil Instruction Related days (PIR days), for professional development and plan to use those three days for CCS. LFD's original assumption assumed only one day of the seven authorized would be dedicated to CCS.

1) Pioneer Institute, White Paper No. 82, Feb 2012, page 21

Figure 7: PIR days used for Professional Development (Source: LFD Survey conducted May 2012)



Participants in the May 15th meeting raised several concerns related to professional development. The main concern was that adequate resources be dedicated to professional development. One superintendent said "the success of common core hinges on professional development". Expressing support for the CCS the superintendent was concerned that the standards effectiveness would be degraded if professional development is not properly funded. Other comments suggested that for effective professional development instructors must be available for training for extended periods of time. As one curriculum director explained, "Effective professional development cannot be done piecemeal before or after school or between classes". This would suggest that training be held during the school day and would support LFD's original assumption of hiring substitutes to teach a full day while teachers received training on CCS. Another approach would be to conduct the professional development during the summer months; however, after speaking with principals and superintendents during the course of this study it was pointed out that much of the faculty are working other jobs in the summer and would not be available for professional development.

The three studies were examined for cost related to professional development. All three calculated a gross cost, LFDs is incremental (total expense less what is normally budgeted), that range from $600 to $3,087 per educator. By comparison LFD calculates the gross cost, substitute cost plus cost per day of teacher, to be $1,000 per instructor.

Curriculum Development (increased $250,000)

The LFD survey asked how many teachers would have to travel a significant distance and what was the cost related to that travel for curriculum development activities. Based on the survey LFD estimates that 77% of teachers will incur some travel expense, on average they would travel 254 miles and the districts on average reimburse at the rate of $0.53/mile. Each instructor would generate an expense of $135 for travel. On average each instructor would generate expense related to meals and lodging of $78 per day (not all travel would be overnight). Those that did travel over night would spend an average of three days on the road. Based on these assumptions the total cost for Math and ELA curriculum development would be $250,675 each. It is assumed that, as in the original study, that one subject is already budgeted for and therefore the incremental cost would be $250,675. The LFD estimate has been increased to reflect this incremental cost.

Textbooks and Supplemental & Materials (increased by $1.5 million)

The original analysis estimated costs that would be associated with textbooks and supplemental materials included:

- Replacing mathematics texts for kindergarten through grade 11
- Replacing English language arts for all kindergarten through grade 12 students
- Supplementary materials for each text at each grade level

• Elementary	English language arts $47.00	Mathematics $ 83.00
• Middle School	English language arts $56.00	Mathematics $ 96.00
• High School	English language arts $70.00	Mathematics $125.00

LFD's survey asked the school districts if they plan to purchase new textbooks due to CCS implementation and how much they spend on Math and ELA textbooks. The survey also requested information related to supplemental instructional materials.

Of the schools districts responding to this question about 18% indicated they did not intend to purchase new text books. In the May 15th meeting it was suggested some schools will not be purchasing textbooks since many of the publishers have not yet prepared textbooks aligned with the common core standards; however, these schools would still incur cost for other instructional materials required to implement the new standards.

Participants in LFD's survey indicated the cost for textbooks as shown below:

o Elementary	English language arts $60.00	Mathematics $ 85.00
o Middle School	English language arts $75.00	Mathematics $ 100.00
o High School	English language arts $100.00	Mathematics $125.00

Of the three outside studies only one provided and estimate by grade and subject area. Those estimates were based on costs reported by the state of Florida. Those estimates put the cost of elementary ELA and Math at $84 and $67 per book respectively and the cost of high school ELA and Math at $94 and $87 per book respectively. The three outside studies estimated the gross cost for text and supplemental materials ranged from $121 to $135 per students. By comparison using LFD's original study the gross estimate for students was $144/per student.

Using the input provided by the LFD survey the estimate for the incremental cost of new text books would increase to $2,588,058. For comparison with the three outside studies this is a gross cost per student of $165.

LFD revised the initial estimate for text and supplemental materials to be in-line with the survey conducted in May. The new estimate for incremental cost related to text and supplemental material is $2,588,058.

Additional Mathematics Teachers (decreased by $620,000)

One third of the high schools responding to our survey currently do not require a third year of math as required by the common core standards. Of those school 40% reported that they may need to hire additional math faculty. Based on this input, LFD will stand by the original analysis that indicated a need to hire an additional 38 math instructors. The original analysis was based on a projection of new math enrollments and assumed a class size of 25 students. The LFD originally estimated the cost of a new math instructor to be $61,143 a year including benefits. The survey conducted in May indicates that districts can hire new math instructors for $44,850 per year including benefits.

Figure 4: Revision for the cost of new math instructors

Montana Common Core Estimated New Mathematics Teachers		
Additional FTE	Average Salary/Benefits	Distirict Cost
38	$ 61,143	$ 2,323,434

Montana Common Core Estimated Revised Mathematics Teachers		
Additional FTE	Average Salary/Benefits	Distirict Cost
38	$ 44,850	$ 1,704,300

Based on this input LFD will revise the estimate for new math faculty down by $619,134 per year.

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APPENDIX A
CALCULATIONS

Incremental Cost of Professional Development

Montana Common Core Standards Professional Development Incremental Expense				
School Level	FTE	Days	Substitute Daily Rate	Substitute Costs
Elementary	3806.5	3	$ 75.1	$ 857,148
Middle School	536.7	1	$ 75.1	$ 40,285
High School	663	1	$ 75.1	$ 49,765
Total Professional Development	5006.2			$ 947,197

Calculation for Gross Cost of Professional Development

Assume Average Teachers Salary: $40,000/180 Days = $222/Day
Assume Average Substitute Daily Rate: $75.1/Day
Assume 5006 Instructors receive Professional Development

Montana Common Core Standards Professional Development Gross Expense				
School Level	FTE	Days	Teacher plus Substitute Daily Rate	Substitute Costs
Elementary	3806.5	4	297.1	4,523,036
Middle School	536.7	2	297.1	318,864
High School	663	2	297.1	393,902
Total Gross	5006.2			5,235,801
Total Gross per Instructor				1,046

Incremental Cost of Curriculum Development
Travel cost related to curriculum development.

Travel Cost		
Average Miles		254
Rate per Mile	$	0.53
Total Mileage per Teacher	$	134.20
Lodging and Meals	$	78.00
Number of Days		2.94
Total Cost Per Instructor	$	364
Percentage of Teachers needing Travel		77%
Teachers Requiring Travel		1396
Total Travel Cost Math		250,675
Total Travel Cost English		250,675
Total Incremental Travel Cost		250,675

Cost of Textbooks and other supplementary material.

Montana Common core Standards Textbook Estimated Cost						
Grade Level	Enrollment	Textbook	Mathematics	Textbook	English	Total
Elementary	76,621	$ 83	$ 6,359,543	47	$ 3,601,187	$ 9,960,730
Middle School	21,611	$ 96	$ 2,074,656	56	$ 1,210,216	$ 3,284,872
High						
Grade 9 - 11	32,402	$ 125	$ 4,050,250			
Grade 9 - 12	42,586			70	$ 2,981,020	$ 2,981,020
Total	140,818		$ 12,484,449		$ 7,792,423	$ 20,276,872
Less Average Budgeted Expenditures for 2 years						$ (18,024,704)
Textbook Estimated Cost over 2 years						$ 2,252,168
Additional Resources (Expected Cost FY13)						1,126,084

Montana Common core Standards Textbook Estimated Cost Revised						
Grade Level	Enrollment	Textbook	Mathematics	Textbook	English	Total
Elementary	76,621	$ 85	$ 6,512,785	60	$ 4,597,260	$ 11,110,045
Middle School	21,611	$ 100	$ 2,161,100	75	$ 1,620,825	$ 3,781,925
High						
Grade 9 - 11	32,402	$ 125	$ 4,050,250			
Grade 9 - 12	42,586			100	$ 4,258,600	$ 4,258,600
Total	140,818		$ 12,724,135		$ 10,476,685	$ 23,200,820
Less Average Budgeted Expenditures for 2 years						$ (18,024,704)
Textbook Estimated Cost over 2 years						$ 5,176,116
Additional Resources (Expected Cost FY13)						2,588,058

Assessment Cost:

The original analysis calculated the number of computers required to establish at each school in the state a ratio of 4 students per computer. OPI provided a data base of computers available to students. Based on that calculation (see original study) it was determined that 945 computers would be required state wide at $940 each. Total estimated cost of the original study was $967,505 statewide.

Below is an example for an alternative calculation provided by the Pioneer Institute white paper.

Assume that 50% of those computers are properly configured and located in an environment suitable for testing. Assume that 33% of the remaining computers can easily be relocated and configured for the examination. An addition of 25 computers will require a new server at $750 each and $2000 in new wiring expenses. Assume computers are $940 (software included) each.

Let:

$N_a = Available\ Computers$
$N_r = Required\ \ Computers$
$S = Students$

Then

$$\frac{S}{0.5N_a+0.33N_a+N_r} = 4.0$$ (the required ratio students to computers)

Solving for N_r the number of computers required

$$N_r = \frac{S}{4} - (0.5N_a + 0.33N_a)$$

Example:

$N_a = 100$
$S = 600$

$$N_r = \frac{S}{4} - (0.5N_a + 0.33N_a) = N_r = \frac{600}{4} - (0.5 \times 100 + 0.33 \times 100) = 67\ computers$$

Total Cost = cost of new computer plus the cost of servers and new wiring
Total Cost = 67($940)+(67/25)($750+$2000)=$70,350

Applying this methodology to Montana Schools, 198 schools would require on average 19 new computers for assessment.

Total cost is estimated by this method:

Computers: 3,783 at a total cost of $3,556,020
Servers and wiring: $357,500
Total: $3,913,520
Assume ½ is already budgeted then the impact is $1,956,760

APPENDIX B
Selected Responses to the May 2012 Survey

Respondents to the May 2012 Poll on the fiscal impacts of Common Core
68 of 216 state superintendents responded to the survey.

School Participating

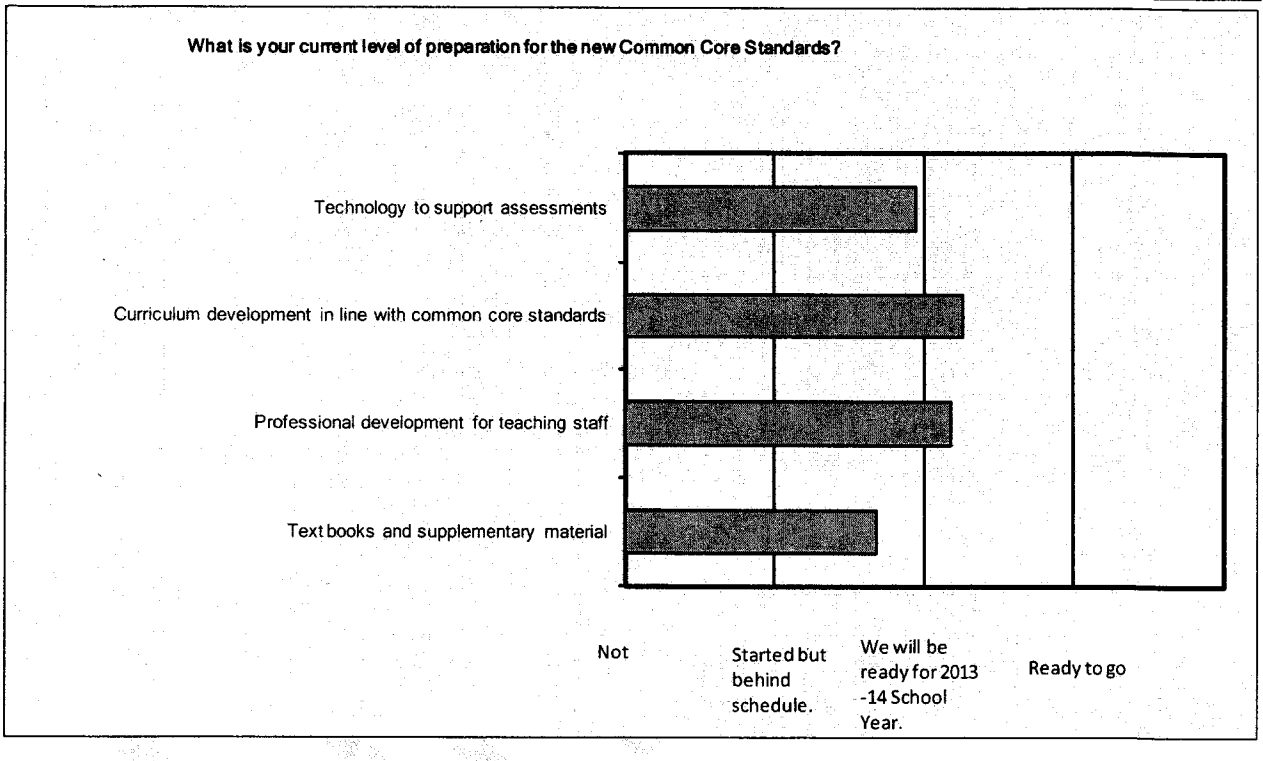
School	Grade Level	AYP Urban Desc 2005	MHSA Classification
Auchard Creek Elem	Elementary	Rural	
Ayers Elem	Elementary	Rural	
Belt Elem	Elementary	Rural	
Belt H S	High Schools	Rural	C
Bigfork H S	High Schools	Rural	B
Billings Elem	Elementary	Urban	
Billings H S	High Schools	Urban	AA
Bloomfield Elem	Elementary	Rural	
Bozeman Elem	Elementary	Urban	
Bozeman H S	High Schools	Urban	AA
Broadview Elem	Elementary	Rural	
Broadview H S	High Schools	Rural	C
Brorson Elem	Elementary	Rural	
Cascade Elem	Elementary	Rural	
Cascade H S	High Schools	Rural	C
Chester-Joplin-Inverness El	Elementary	Rural	
Chester-Joplin-Inverness HS	High Schools	Rural	C
Chinook Elem	Elementary	Rural	
Chinook H S	High Schools	Rural	C
Cohagen Elem	Elementary	Rural	
Colstrip Elem	Elementary	Rural	
Colstrip H S	High Schools	Rural	B
Columbia Falls Elem	Elementary	Small Town	
Columbia Falls H S	High Schools	Small Town	A
Conrad Elem	Elementary	Small Town	
Conrad H S	High Schools	Small Town	B
Corvallis K-12 Schools	K-12	Rural	
Cottonwood Elem	Elementary	Rural	
Davey Elem	Elementary	Rural	
Dawson H S	High Schools	Small Town	A
Deer Creek Elem	Elementary	Rural	
Deerfield Elem	Elementary	Rural	
Dillon Elem	Elementary	Rural	
East Helena Elem	Elementary	Rural	
Elder Grove Elem	Elementary	Rural	
Evergreen Elem	Elementary	Small Town	
Fairfield Elem	Elementary	Rural	
Fergus H S	High Schools	Small Town	A
Flathead H S	High Schools	Small Town	AA
Fort Benton H S	High Schools	Rural	C
Froid Elem	Elementary	Rural	
Froid H S	High Schools	Rural	C
Gallatin Gateway Elem	Elementary	Rural	
Gildford Colony Elem	Elementary	Rural	
Glendive Elem	Elementary	Small Town	
Grant Elem	Elementary	Small Town	
Great Falls Elem	Elementary	Urban	
Great Falls H S	High Schools	Urban	AA
Hamilton K-12 Schools	K-12	Small Town	
Helena School District #1	K-12	Urban	
Independent Elem	Elementary	Urban	
Jackson Elem	Elementary	Rural	
Jefferson H S	High Schools	Rural	B
Kalispell Elem	Elementary	Small Town	

School	Grade Level	AYP Urban Desc 2005	MHSA Classification
Kester Elem	Elementary	Rural	
King Colony Elem	Elementary	Rural	
Lavina K-12 Schools	K-12	Rural	
Lennep Elem	Elementary	Rural	
Lewistown 7-8	Middle School	Small Town	
Lewistown Elem	Elementary	Small Town	
Liberty Elem	Elementary	Rural	
Lindsay Elem	Elementary	Rural	
Lockwood Elem	Elementary	Urban	
Luther Elem	Elementary	Rural	
Melrose Elem	Elementary	Urban	
Melstone Elem	Elementary	Rural	
Melstone H S	High Schools	Rural	C
Montana School for the Deaf and the Blind	K-12	Urban	
Moore Elem	Elementary	Rural	
Moore H S	High Schools	Rural	C
Philipsburg K-12 Schools	K-12	Rural	
Pine Grove Elem	Elementary	Rural	
Polaris Elem	Elementary	Rural	
Powell County H S	High Schools	Small Town	B
Rau Elem	Elementary	Rural	
Reed Point Elem	Elementary	Rural	
Reed Point H S	High Schools	Rural	C
Reichle Elem	Elementary	Rural	
Rosebud K-12	K-12	Rural	
Ross Elem	Elementary	Rural	
Sand Springs Elem	Elementary	Rural	
Shawmut Elem	Elementary	Rural	
Shelby Elem	Elementary	Small Town	
Shelby H S	High Schools	Small Town	B
Shepherd Elem	Elementary	Rural	
Shepherd H S	High Schools	Rural	B
Somers Elem	Elementary	Rural	
Spring Creek Colony Elem	Elementary	Small Town	
Sunburst K-12 Schools	K-12	Rural	
Swan Lake-Salmon Elem	Elementary	Rural	
Sweet Grass County H S	High Schools	Rural	B
Thompson Falls Elem	Elementary	Rural	
Thompson Falls H S	High Schools	Rural	B
Trinity Elem	Elementary	Rural	
Twin Bridges K-12 Schools	K-12	Rural	
Upper West Shore Elem	Elementary	Rural	
Valley View Elem	Elementary	Rural	
Vaughn Elem	Elementary	Rural	
West Yellowstone K-12	K-12	Rural	
Whitlash Elem	Elementary	Rural	
Wibaux K-12 Schools	K-12	Rural	
Willow Creek Elem	Elementary	Rural	
Willow Creek H S	High Schools	Rural	C
Wisdom Elem	Elementary	Rural	
Wise River Elem	Elementary	Rural	
Wolf Creek Elem	Elementary	Rural	
Yellowstone Academy Elem	Elementary	Rural	

Common Core Standards

What is your current level of preparation for the new Common Core Standards?

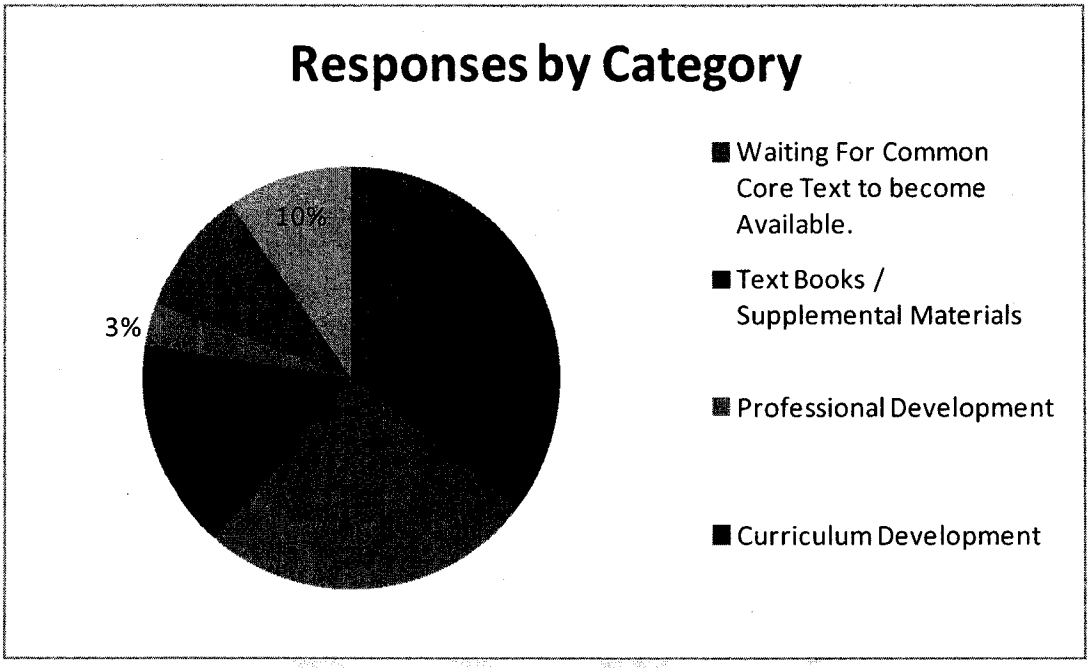
Answer Options	Not Started.	Started but behind	We will be ready for	Ready to go now	Rating Average	Response Count
Text books and supplementary material	39	12	17	0	1.68	68
Professional development for teaching staff	9	38	21	0	2.18	68
Curriculum development in line with common core	12	28	26	2	2.26	68
Technology to support assessments	29	17	19	3	1.94	68
					answered question	68
					skipped question	0



Question 4:

Common Core Standards may require school districts to utilize a number of resources in the next few years. Is your district anticipating postponing or eliminating other educational initiatives over the next three years in order to implement common core? If so, please provide a description of the initiatives and potential costs.

Most responses could be placed in seven categories:



Full Responses (unedited):

Response Text
We anticipate unfunded requirements of: $1500 for curriculum development $45000 for new textbooks and other resources $4000 for professional development For a total underfuned cost of $50,500.
Our Communication Arts and Mathematics Curriculum Teams are on schedule for the next two review and adoption cycles so there is no change in where we are headed, other than to say that it would have been beneficial to have had time to start the 11-12 school year. We are also working on Technology Integration, Bully Prevention, RTI/MBI implementation, Assessment and data analysis of the results.
Not sure what we will have to postpone or eliminate. RTI will continue to be at the forefront of our elementary school. We will continue to send teachers to staff development and we will continue to work after hours or during 1/2 day PIR's for our teachers to better serve students. RTI is not fully funded at this time either. Now we will need to spend time to align our curriculum to the state standards and this will take time and money.

I don't believe we have any major initiatives we are going to need to postpone.
Our district is behind. We are a member of GTCC and therefore have a start on the process. However, as a school we are behind. Funding for text, time for staff to review the standards, and all the demands of good teaching are frustrating the staff. Postponement and eliminating of initiatives will both be considerations depending on what seems to be the biggest demand. I would like to make the point that we don't have the manpower as we cut staff to make budget nor the funds. We can't get subs to cover daily needs at times, let alone cover for committee demands ahead. We will assume to have 5 committee members. According to calculations, this would be $10,368 needed for staff development for K-12. Textbooks for Elementary will be $37,440, Junior high will be $11,960 and High School would be $31,720. Our district does require 3 math, so this helps. However, scheduling conflicts are a problem and a .5 math teaacher with benefits would be helpful to eleimnate these issues, so $30,560 would be the likely figure with benefits. Technology is a crisis. We are making due with recylcled/refurbished technology given away by the state. Our IT person isn't formally trained and is stressing at the state of our technology. Here is the area we are maxed out in terms of red flags...computers, tech suport and online assessment programs. This cost is high due to state of our labs we would need at least 30 computers at $940 to total $28,200 but who will set them up and get it ready. I don't see this cost estimate.
We will need to allocate general fun monies to much needed professional development for all staff members. I will have to increase this line item substantially as our District is at least 90 miles from a larger town that may be hosting some training.
In order to provide professional development in the common core we will be eliminating professional development in RTI and MBI and using those dollars to cover costs for common core professional development. Projected cost for professional development in the common core is: $4480 for 2 fully days of professional development for each FTE. This amount covers the cost of a substitute teacher. $100.00 per day for a facilitator and associated expenses. 20*10 $2000.00 for summer work to work on curriculum alignment (% FTE each in math and LR working 10 hours each) Total: $2548.00
Three major cost concerns: 1. Cost of technology that will be used in the testing process. My tech man said the cost to equip with the right device could be $800 a unit. 2. We are aware that texts will need udating.....have not had time to research those expenses. 3. We will have to remap our curriculum district wide. That will require time and money.
Any building/campus improvements will be on hold until all of the textbook/technology needs have been met. Estimated costs are in the $100,000's. Depending on if the assessment(s) are not covered by the State of Montana, this estimate will grow.
The common core fits into our district direction and present initiatives and direction will be tweaked to insure that common core implementation is at the heart of our efforts.
Yes, we will eliminate a portion of our physical education curriculum for elementary students at a cost of $3200.

In our curriculum and instruction work, we are in need of addressing Science K-6, Health Enhancement K-8 and Social Studies 9-12. These three work areas will be put on hold as we succinctly address our English Language Arts and Math areas. The potential costs the next three years for K-6 Science is $690,00, K-8 Health Enhancement $222,000, and 9-12 Social Studies $300,000.
Our schools implements new programs and initiatives as the budget permits.
no
Probably. Reading/language arts and mathematics now become the new focus for school districts as a result of the adoption by the Board of Public Education. One of my districts has very old science and social studies textbooks that will just have to be put on hold until they can come in alignment with the common core.
As we have began the allignment of our standards to the Common Core Standards, we are feeling that we are fairly well prepared. We have put off purchasing certain new materials to wait until we see the full allignment.
No
We will have to hold off all other major adoptions due to the short-fall in dollars. We are in the process of implementing the mathematics next year and will begin the process for reviewing and adopting ELA next year. The adoption of the textbook resources for both ELA and mathematics will require more dollars than what are currently budgeted, and therfore will need extra time or money to complete this process.
No changes for 2012-13. May need to make changes in 2013-14 in professional development, instructional materials and technology. Much will depend on what resources are provided by the state to make this happen. To really effect the change the common core is to bring to student learning a paradigm shift is necessary in teaching strategies and collaboration time. This requires time as a resource. We estimate an additional 10 days of professional development (PIR) so we can implement the changes. We estimate this to be about $130,000 per day X 10 = $1.3 million.
Our district will not postpone or eliminate other educational programs and costs will be determined later this summer. We are in the process of updating our elem. program and HS will follow.
East Helena uses a set textbook review cycle that replaces worn out textbooks and curriculum materials on a 5 year rotation. Due to the common core that cycle has been set back at least two years. This will cause the cycle to postpone textbook purchases and replacement of worn or outdated materials by at least 2 years. In some cases textbook purchases were already delayed and this will simply compound the problem. The global retooling of the curriculum for the CCSS will also make the cost of the new materials much greater than might otherwise be the case with a normal curriculum review and replacement of only of the basics like textbooks and/or workbooks. The technology infrastructure and classroom computers will create a compounding effect on top of the curriculum materials. Simply increasing the bandwidth of the network pipeline will cost tens of thousands annually and the number of accessible computers will need to nearly double since entire classroom

sets of computers will be required to allow for the testing component associated with this initiative. Devoting time for professional development in an already packed training schedule that deals with actual classroom instructional techniques further pushes the apron of feasibility of continuing to improve actual instructional techniques, not learing new material. Even a 1% increase will cause the equivalent impact of hiring 2 starting salary teachers in my district. When you look at all of the areas of impact at 1 or 2% each and compound that over technology issues, curriculum issues, training issues and materials issues you could be causing 4 to 5 times as much impact on the district, or in other words 10 - 15% cuts in services to children to adopt the common core properly.
No not at this time.
I don't know for sure.
Not known at this time.
The Reed Point School District will put off adding elementary classrooms and library expansion until we have successfully integrated the new standards into our daily lives.
We have hired an outside educational consultant for the past three years. The first two was to align our curriculum to standards and assessments. This current school year we have worked on the common core state standards in math. This is an expensive undertaking for our district and hopefully the state will step up and assist with the cost.
Text books have not been purchased. Teachers need more training on how to implement the common core due to the change in language embedded in the math and reading.
No...
postponing until texts come up to speed with Core.
We were due for an update of our level III and IV math courses materials, but are holding off until those materials are more reflective of the common core expectations. Our review of materials at this point does not find the level of statistics and probability materials we anticipate needing to meet the standards. Also, we need to "beef" up our algebra and geometry materials to meet increased expectations there. To be perfectly honest, we are not certain about the impact of the Language Arts/Literacy standards needs as those are part of our professional development work next year.
This is a difficult question to answer, as we do not yet know what impact the Common Core standards will have. Because our schools are rural, I am concerned about internet speed, bandwidth, and other technology areas. Funding is also an issue. I am assuming we will need to purchase new instructional materials in all areas. This will be a huge issue for the rural schools, which operate on very tight budgets. Another issue will be textbook analysis. With very small staffs, it will be difficult to find the time to analyze the new textbooks that come out and align them with our curriculum. We typically do one subject per year, but that will not be sufficient. We will need to analyze and align every subject. We do not have the staff to do all of this at once.
No plans to do so at this point.
We are in a curriculum co-op with MEC
We are trying to do whatever we can to make the transition smooth and the most cost effective.
No since the core standards go along quite well with the requirements of the NCLBA or Race to the Top and AYP requirements.

It is hard to say at this point until we know fully what resources we will be expected to have at our school.
no
No
Some professional development indicated in our 5 year plan may have to be delayed in order to do professional development for common core. Travel, salary, substitutes and fees will add up to an estimated $1,000.
We
We may have to postpone the adoption of other programs/curricula in order to assure we have materials for K-12 ELA CCSS. We also may need supplementary materials for K-12 Mathematics CCSS implementation. We anticipate technology and professional development expenses that will also cause us to eliminate or postpone other educational initiatives.
I have no idea where the common core is going to take our small districts. One of the districts has one student currently, and is looking at going non-operational for 2012-13. The other district has 18 and will remain at 18, but will remain open for 2012-13
We don't know yet. It depends on how many of our teachers take advantage of the summer trainings this year. We do know that we will slow down our implementation of RTI in the JH
NO
It will have a definite impact on our technology purchases. We will continue to purchase what is necessary but will keep what we have for a longer period of time. We had anticipated providing more professional development for my staff but this will have to be re-evaluated and prioritized.
No
We have a technology levy before the voters on May 8. In order to provide support for Common Core, this will be essential to the development of the curriculum and assessments. We will need about $75,000 per year to implement the Common Core.
Not at the present time
No
We have few if any resources we can use in meeting the Common Core requirements.
No
We reduced Pupil Instruction Days by 3 for 12/13 to allow more PIR in service.
Math and reading materials will move to the front of the line. We will postpone other adoptions. Technology requirements are problematic. Hamilton does not have a technology levy and has been unable in three tries the past three years to get one passed.

Question 5:

Please describe the strategies your school district is anticipating it will use to implement the common core standards.

Response Text (unedited)
We will be working with the Golden Triangle Curriculum Consortium for the professional development and curriculum guidelines needed.
We have created an awareness of the upcoming changes and will be deconstructing the standards next fall with the intent of creating a complete understanding of them and then start alignment of district expectations, with limited adoption of materials next year (if any). We also look to start the implementation process after that and will look to determining needed materials to incorporate into a full adoption. We use facilitators to help with the alignment process will provide staff development along with implementation.
We will have to send staff to various training workshops. We have done so already. We will need to schedule time for our teachers to meet to begin curricular alignment. Critical thinking strategies will need to be a focus for every teacher and administrator. We just completed a 3 hour session with our elementary teachers as they worked Diana Knudsen of the Golden Triangle Coop Consortium. We will have our teachers meet during the summer and pay them so they can begin the curriculum alignment and work critical thinking strategies. PIR days will be scheduled, allowing staff to collaborate.
We will utilize the standards and benchmarks developed by the Golden Triangle Curriculum Cooperative that we belong to. This will be our starting point. We then will need to see what we have for materials to support the common core standards. We know that we will need to purchase new curriculum/textbook materials, but need to make sure that they align with the common core standards. We need to train our staff in what the common core standards are and how to appropriately teach and assess them. I know that there will be requirements for technology that will be used for assessment. Our staff will need to be trained in those strategies.
Hope and a prayer. I am not trying to be flip. All intentions are good in the common core. However, Piaget and the developmentally correct curriculum is being pushed aside for doing more earlier. However, with transient students, having a common focus is good for all. Our strategy is to include monthly strategies for staff to implement, apply our curriculum coop training and move from awareness to purchasing what we can afford to address within the curriculum, keeping in mind reading and math and current curriculum rotation needs.
Evening Guilds providing by the administration throughout the course of the school year. Taking advantage of the 5 curriculum release days built into our district's school year calendar. And, contacting RESA4U to help with connecting our district with specialist in MCCS.
In the 2011-2012 school year we have introduced common core concepts to the staff and have begun purchasing instructional resources. In the summer of 2012 we will have leadership groups meet to begin the alignment process and develop a plan for moving from the current standards to the common core. In 2012-2013 we will begin using common core standards with the existing standards and continuing to align curriculum.
lennep is non-operating at this time.
We are a member of the Golden Triangle Curriculum Cooperative. I believe that membership will help to make this transition easier. They have already put a lot of work into fitting the Common Core into the already developed curriuclum mapping.
Using the professional development and other assets from GTCC.
Curriculum Reviews in Mathematics and English/Language Arts Extensive teacher and principal inservice on content focus, performance assessment, formative assessment, effective instructional practices etc etc Our summer curriculum summit will be focused upon common core implementation with a particular focus upon aligning our reporting systems with common core expectations. This will included rubric creation focused upon the standards, creation of common assessments and pacing guides. All early release time will focus

upon common core implementation with a particular focus upon Reading and Writing in the content areas. Writing schedules will be created to assure that all classrooms in the district are regularly engaged in meaningful writing experiences. Technology upgrades are of paramount importance to assure that we are prepared for the assessment. Materials will need to be purchased to replace and supplement existing materials. This is not an exhaustive list.
We are considering joining a curriculum consortium to aid int the roll out of the CCS.
Simply stated, standards are important but insufficient. They are exciting because it is a very deliberate way for teachers across schools, districts, cities, and states to be able to collaborate on implementation. The Montana Common Core Standards are not intended to be the new name for old ways of doing business. They are a call for districts and teachers to take the next step. Billings Public Schools will work with teachers to help develop and/or select resources to support implementation. As important BPS will work with teachers by allowing time to learn instructional strategies to best address the teaching of our new standards. We will work to align our instructional materials to the new standards, develop assessments to measure student progress and determine the full range of support for students in need of interventions. With Montana being the 46th state to adopt the standards, we will be able to collaborate and utilize the work that other states have already done. This in indeed the most exciting part of this adventure.
All of our schools will be required to purchase new curriculum materials. We do not have a textbook replacement schedule and replace as budget permits. We are looking at the Acellus program materials since the common core is integrated into their program. Start up cost about $15,000 for each school which will be difficult for us to come up with. We will be scheduling professional development during the 2012-13 school year to help implement.
Training through MSSA Additional technology and training
PIR days devoted to the common core. My three districts belong to Montana Small School Alliance and will receive some assistance through them in professional development. Districts may need to pay teachers stipends to work beyond their contract days to complete their work in preparation for implementation.
We are anticipating having more professional development to make certain that teachers are comfortable with the changes. We will be looking at purchasing more supplimental materials rather than full new curriculums at this point.
Both schools have been attending workshops with Kim Stanton, the director of Prairie View Curriculum Consortium.
Multi-year staff development plans to support the understanding of the CCSS and to remediate the content necessary to teach the skills new to the grade-levels. GFPS will utilize instructional coaches to initiate the implementation of both ELA and mathematics roll-outs. Part of the district's professional development plan is to utilize the Professional Learning Communities format every Wednesday in elementary and every other Wednesday in secondary. GFPS also will require district directed PIR days towards the CCSS implementation. District leadership will focus on the CCSS, and GFPS will be working with the direct supervision of OPI as we develop and implement our staff develiopment plans to move forward over the next couple of years. Outside consultants are being utilized as well as stipends for teachers who need to work outside of the current duty day.
We will send the Bozeman Public School Draft CCSS Implementation Plan. We have attempted to anticipate what we believe will be necessary for our schools. It is a work in progress for your use but not a template to be shared with others.
The first thing we did was PD and working with our curriculum coop; We will plan for more PD this summer when schedules permit.
Our school district has initiated training and research on the Common Core. We have put together curriculum teams and task forces to examine the changes as well as started to rewrite the Pacing charts and Curriculum in Math and ELA to start the alignment. We have offered to pay teachers for 2 additional days of work outside the contracted days already to assimilate some of the components.
Professional development Curriculum development
Provide professional development to teachers, send superintenent to trainings,
A. Train all the staff B. Review current curriculum guides and text for compliance with new standards. C. Replace texts and modify curriculum as needed. D. Impliment new common core standards. E. Asses new common core with state test.
The District is, on an ongoing basis, providing on site professional development, as well as sending teachers

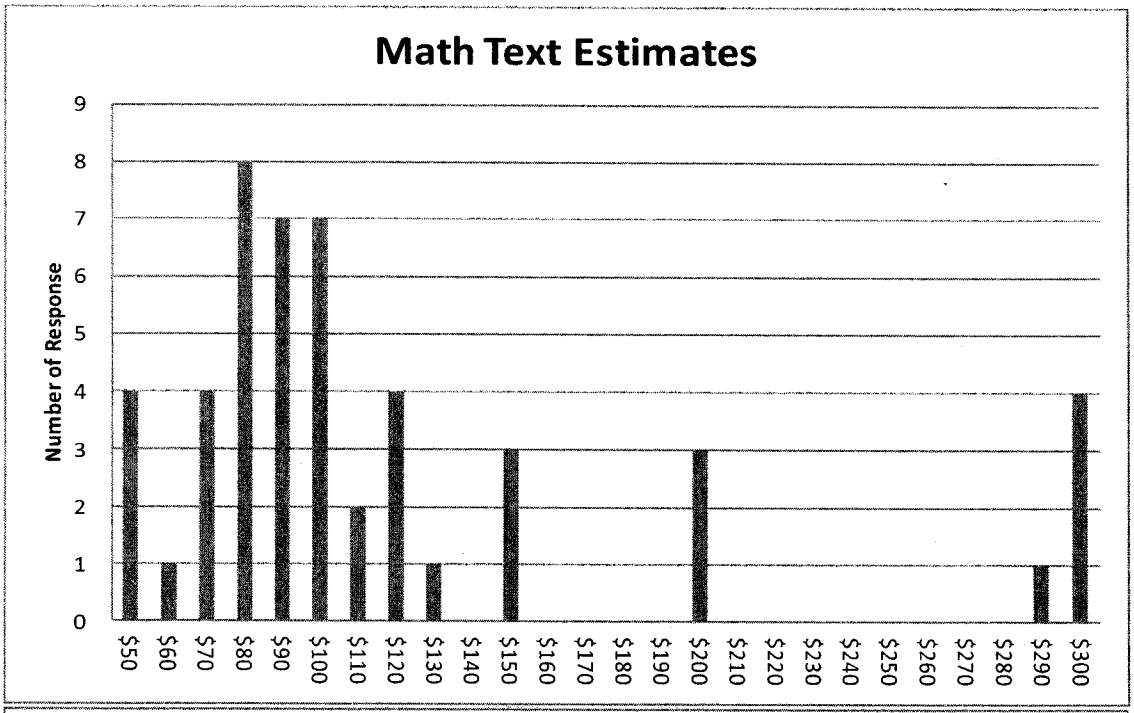
to other trainings. We are collaborating, in regards to vertical alignment and will be moving to grouping our students by ability.
Educational consultant will continue to assist our teachers in the math and Language Arts curriculum. We will also pay for the sample test when it becomes available.
The District will sponsor training in how to develop the standards. The Prairie View Curriculum Consortium and PESA will provide training.
We will continue professional development and working with the RESA4U, CSPD and MEC for recommendaitons on what changes will need to be made.
professional development, department meetings, workshops
To prepare staff for the anticipated updates, we have spent this years just being sure that our present curriculum/course descriptions, learner outcomes, and assessment plans are accurate as to what is happening how. That work is complete. In the process, many course learner outcomes were updated. The intent was for us to have documentation of how we are meeting standards at the present. Included in our curriculum work this year (2011-12) we have have already began work on the math common core standards. Teachers have been involved in both OPI and ACE consortium workshops on those standards. New course description and learner outcomes for math have been completed. We realize they may need to be reviewed for several years as materials become available. The next phase of our plan is for staff wide involvement for the 2012-13 school year in working on the Literacy standards. We will use the ACE consortium and OPI as our sources. Our past curriculum efforts always includes a "checklist" of how our learner outcomes addressed state content standards. Since we spent the past year making sure what is on paper is what we are teaching in our classes, we will be going through that process again using the common core standards as our checklist. All of this will take a majority of our professional development time. As we found in the math standards work we did this year, we expect some considerable changes in learner outcomes and materials will be needed to update to the literacy standards.
We are depending heavily on Prairie View Curriculum Consortium and Montana Small Schools' Alliance to assist us with training and information to implement the Common Core Standards. (All three schools are members of both.) We believe we are in very good and capable hands with both of these organizations. We will also have a number of inservices to assist teachers and staff in implementing the standards.
Strategic planning Staff Development work Utilizing the services of the NW Montana Educational Cooperative Curriculum Mapping
We are in a curriculum co-op with MEC
We are planning on having inservice meetings to help the teachers with the move.
Staff development but it will go along with what we have been doing anyways so I do not expect any additional costs. We do have a consultant coming to the district for two days in late August to help us look at the core standards and develop power standards from them that can be used by our PLC and data teams. We are sending our staff to the summer workshops in Helena and Billings on the math core standards. Curriculum is always under review and Thompson Falls is a leader in staff development so we welcome the common core standards.
We are purchasing the Milepost program from Silverback Learning to have an assessment tool for our students. This program works with NWEA's MAP testing system and will help our district know if each student is meeting the common core standards. Our district is a member of the Golden Triangle Curriculum Consortium. We do summer workshops each year to work on alignment to the standards.
Through our Golden Triangle Curriculum Cooperative (GTCC), Office of Public Instruction, and Montana North Central Educational Service Region (MNCESR) we have provided at least 3 hours of training for every staff member in our district. We have committees that have met to review current curriculum and the changes we will have to make in that curriculum to meet the Common Core Standards. These committees are also looking at updating textbooks to meet the rigorous standards.
We plan to use our early release professional collaboration time to continue our work on assessments, pacing, standards alignment, etc. to keep moving forward with common core implementation.
Pay dues and attend work sessions provided by ACE consortium, OPI, surrounding districts. Try to get board to schedule early out to allow staff to work on our own plans and curriculum needs.

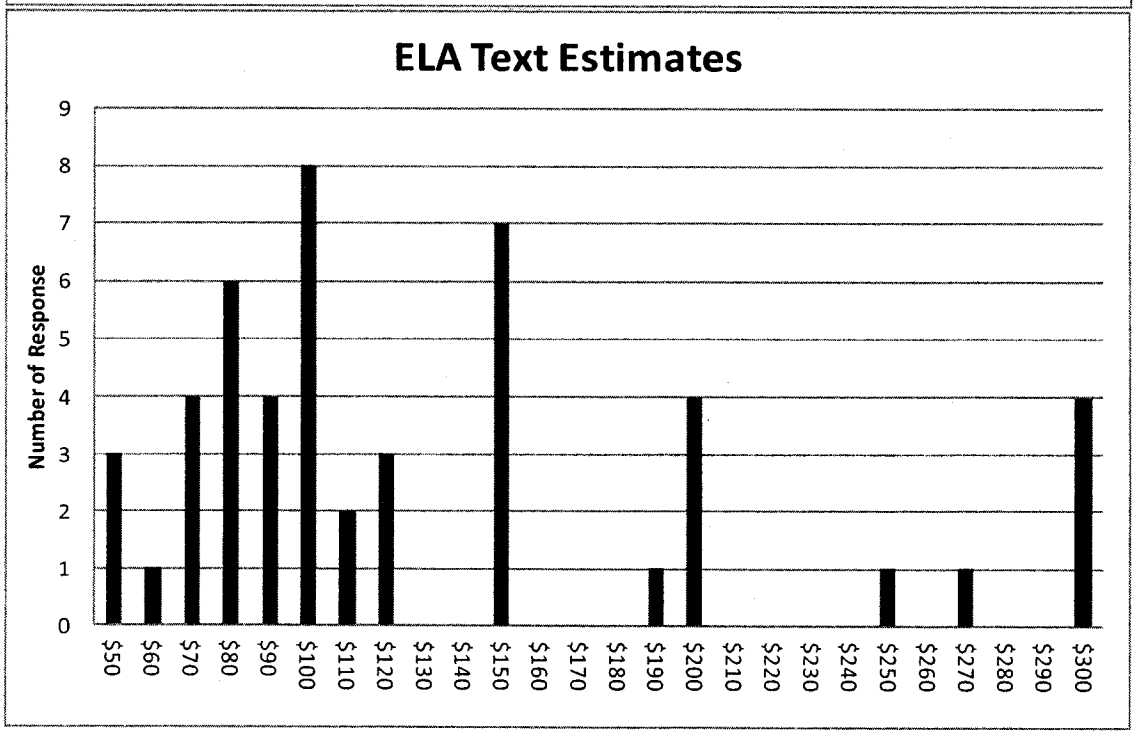
Are
K-12 protocols in literacy, instructional models, writing, assessment, and professional development will be established. Professional development will focus on the Common Core implementation. An instructional leadership cabinet will help the district curriculum administrator build acountability around the implementaiton process. Materials/resource alignment and the unpacking of the CCSS will also be processes that will be initiated. Report card alignment and community awareness plans will be drafted. All of the above will be part of the implementation timeline and plan which is to be solidified prior to the 2012-2013 school year.
We are going to rely on the Montana Small School Alliance, Golden Triangle Curriculum Cooperative and the Office of Public Instruction to guide us in our decision making. This is a difficult thing to implement on a whim like it appears is being done.
We are using our Prairie View Curriculum Consortium and PESA to help organize trainings. All of our teachers have been through an awareness training. We are planning on adopting a new series of Math Books this year, with English and some Science next year. We would like to see more teacher training available in the Eastern part of the state--specifically tailored to grade levels and disciplines. Our science teachers are headed to one training tomorrow that should be of some benefit.
Montana Small Schools Alliance will help us in alignment of the curriculum. Each district will need to assess their materials and technology.
Since Math is our greatest concern, we are in the process of evaluating text books and resource materials and will start the 2012-2013 school year with texts that meet or exceed the standards. We will also provide training for teachers especially at the elementary level k-6. Our testing and student assessment will be done more often to determine out comes. All staff at the elementary level will be made aware of what a student is expected to know before passing to the next grade level. Every elementary student will have a folder containing examples of there work.
MSDB is a member of the Golden Triangle Curriculum Cooperative. We will use the content standards developed by the coop along with the implemenation schedule recommended by the coop. Since some of our students are mainstreamed for some of their core academic classes with the GFPS we investigate adopting the same textbooks at MSDB so that there is seamless transition between instruction in our program and instruction in the local district.
Professional Development to deconstruct the curriculum standards will be through early outs and PIR days for the 2012-13 school yer.
We will utilize the Golden Triangle Curriculum Consortium for professional development and implementation processes.
We will be implementing Commom Core Standards within the district as seemless as possilble
We are in hope that we can pass an over base levy but even if that passes our district will still not have the funding it needs to meet the new standards.
Curriculum alignment Pacing charts purchase support materials. (Actually we have no money.)
Focused professional development-3 days. Vertical/grade/subject level teams. Analysis of existing curriculum materials to determine gaps and need to purchase additional material. This work cannot be completed in the 16 hours assigned per the LFD analysis. Teachers are not accustomed to teaching the way the standards envision. What we're talking about with the [common] standards is a completely different kind of teaching. Most current teachers have read the standards for their grade level, think highly of them, and are willing to teach them, but few understand the profound changes in teaching that they will require. The difficulty I foresee is that, in spite of this openness toward their implementation, the data suggests that most teachers do not recognize how difficult that process will be. Math teachers face having to teach skills to which they're unaccustomed, since some concepts have been moved to lower grades in the new standards. They're also being asked to focus longer and more deeply on fewer concepts and to emphasize conceptual understanding and practical applications of math. The LFD estimate of one day for JH and HS teachers and three days for Elem Teachers will not cut it.
Staff development Curriculum review Board education Community involvement

Question 10:

What is your estimate for the costs of new textbooks?

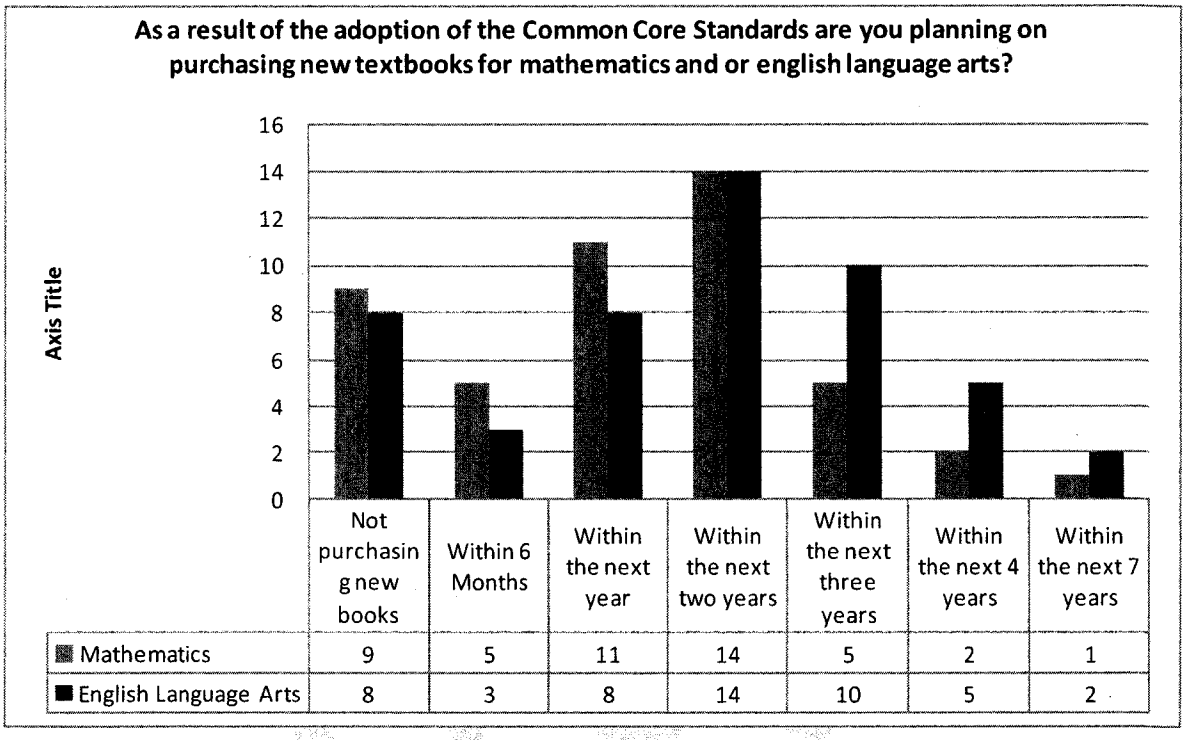
Average Text Book Cost	Average	Median	Mode
Mathematics	$ 120	$ 100	$ 80
English Language Arts	$ 132	$ 100	$ 100





Question 12:

As a result of the adoption of the Common Core Standards are you planning on purchasing new textbooks for mathematics and or English language arts?



If you answered no to the above how will you meet the Common Core standards with your current resources? (uneditied)
I would assume it would be a general fund budget item.
Note* The dropdown bars above only allow selection of up to 2000 textbooks. The GFPS has over 10,000 students and will be replacing 10,000+ books.
Elementary just went to Saxon Math. We hope this will work with common core. We need to meet the cost of updates. Reading is Read 180 and then novel sets and updated basal. Thus we hope to adjust as needed with what we have if possible.
Math books were purchased in 2010-2011
We have 5800 students so we will need to purchase textbook for each in Math and ELA. We would prefer to purchase an iPad or laptop for students and textbook subscriptions as this meets our future needs, but are unsure of the additional cost. Estimating $200 per tech device and $100 per subscription.
The company is telling us they will supply supplamental material.
Saxon Math has produced resources to include with their series. The District has/will purchase these resources.
We have to purchase new materials to align to the CCSS. Textbooks are NOT available today that meet the CCSS. We will wait for a quality product to be developed before we purchase and therefore the reason for a 2 year delay. Also our district has NEVER been able to afford to buy new Math and ELA textbooks and materials at the same time because individually they stress the end of year fund balance to the max.

We purchased new math texts last year.
We are looking at ways to implement, especially using technology, that will not entail the purchase of new textbooks.
supplemental aides, internet, etc.
We are waiting until Textbook companies are alligned before purchasing new series.
through our school funds we will make it work some how;
We recently purchased both math and english books and we expect that these new b ooks will meet the Common Core Standards. If they do not we will have to get new texts.
We recently did a K-12 Math adoption and adopted reform math programs which are nicely aligned to the CCSS. We anticipate purchasing supplemental materials at the middle school levels, grades 6-8. We have approximately 8000 students all of whom will need new ELA materials. The quantitiy of 2000 was the highest option you provided on this survey.
Use resources created by the MEC to guide us in delivering appropriate content...texts are not standards.
N/A
We bought new English textbooks this year.
We will try to hold off of purchases until after the common core standards are set by the state. We will adapt our present resources in order to try to meet the standards. Technology will be our biggest need and expense apart from professional development.
It is very difficult at the current time to determine the textbooks necessary for implementation. Furtermore, we have determined that the current books offered by book companies are not truly "common core" worthly even if they are advertised as such.
We will supplement in the English area this year.
We cannot meet the requirements at this time.
We have been working with GTCC over the past 5 years in preparation for the CCS implementation so we have purchased many resources already. We will continue our PD efforts in the area of Differentiation (12 years running) and CCS curriculum development and implementation (past year) as well as cognitive higher level thinking strategies.
supplimental materials
We will have to. We have no money!!!!!!!!!!!!!!!!!!!!

Question 13:

When purchasing new textbooks, do you anticipate receiving supplemental materials as part of the purchase?

Supplemental Material as part of purchase				
Answer Options	**Yes**	**No**	**Response Count**	
Mathematics	42	8	50	
English Language Arts	42	8	50	
Will you use Smarter Balance Consortium as a resource for supplemental material?				
Answer Options	**Yes**	**No**	**Don't Know**	**Response Count**
Mathematics	15	3	32	50
English Language Arts	14	3	33	50

Written Responses to question 13 (uneditied): **Are the supplemental materials that you receive with the initial purchase of text books consumable? How long will these materials last? What is the cost for purchasing additional materials?**
I don't know
For the elementary level, there are many consumables. Total cost is anticipated to be about $45000.
Some consumables may be at the elementary level. It is somewhat difficult to determine prior to the alignment process.
No
Some will be and other supplemental materials have an annual subscription cost if online
It is often consumable, I don't have a cost. Saxon Math additionals was close to $5,000.
Yes, there are consumables. Annual replacement
Supplemental materials are a combination of consumable and not consumable. Consumable materials will be replaced yearly; non-consumable materials will be replaced on a 7 year rotation. Additional cost to the textbook adoption for English is $10800.00
There are workbooks that are consumable and will need to be repurchased yearly. I estimate this cost to be about $50,000 per year.
Depends on the deal that can be made with the publisher and what those supplemental materials are.
Most are on a yearly basis. Cost we are looking at anywhere from 25 to 50 per student depending on what we want to order.
In the elementary grades k-5 ALL of the materials are consumable. The annual cost for my district is about $60,000.
Depends on the publisher.
Nonconsumable
For primary grades, consumable materials are an annual purchase. I don't have cost estimates at this time.

We have no idea what the cost is going to be. We were told at professional development meetings to not go out and rush to buy textbooks. I have a school that is not wanting to use technology, so we are going to have to get over a huge hurdle with them to get them to buy computers to do the assessments. There has not been enough information given to the school districts to make sound, fiscal decisions about common core.
Yes, probably just one year. At this point we're not sure about the cost of additional materials. Further we don't know the cost or availablity of Braille materials (textbooks produced through NIMAC files) for either math or language arts.
n/a
The teachers manual is all we get.
We use consumables primarily at grades K-8 and it costs Helena School District approxiately $100K yearly to replace these.
Yes. One year. $100.00
Not sure at this time.
The younger students use consumable so it is a yearly cost.
We have found that supplemental materials recently are more in CD or computer software format, which allows use for years. These are in the form of additional lesson materials, worksheets, projects, or test/quiz materials.
We assume some will be consumable and some will not. It is hard to say at this point, as the textbook companies are not yet fully prepared to offer adequate Common Core materials.
We generally purchase supplemental material when we buy a new curriculum. There are some that are consumable and some that we purchase the rights to make our own copies.
yes one year unknown
With the ability of technology to supply information no one knows at this time what this will mean for providing the resources for the common core subjects. IPads and the use of apps may replace textbooks in the near future.
Yes - They will serve one year!
We receive some supplemental materials with the textbooks, and purchase others. This is only at the Kindergarten through fifth grades. These consumables are purchased yearly. The cost of the consumables K-5 in math typically cost the district $7,000 to $9,000; for Language Arts the consumables cost between $5,000 to $8,000.
No, life of the materials
Workbooks last one year.
The content will need to be delivered in a different manner than what is provided within current textbooks. I would refer to this as supplemental material necessary to deliver the content in the proper manner. These materials are still being developed and impossible to determine cost. It is also hard to determine what will be offerred by Smarter Balance as this program is still in the infancy and not fully developed.
Some consumable, others not. If consumable, we will have to repurchase each year.
yes, in most cases. I would anticipate needing an additional $20.00 per student and that is a conservative figure.
Most are consumable. yearly expense. $5000 - $10000
Yes - One year
NA
Not sure all are consumable. We will have a problem sustaining consumables within the present resource structure.

Questions 19, 20, 21, 22

These questions are related CCS requirement for three years of mathematics.

For high school, does your district require 3 years of Mathematics for graduation?		
Answer Options	**Response Percent**	**Response Count**
Yes	46.7%	21
No	22.2%	10
N/A (not a high school district)	31.1%	14

If you answered yes to the above, do you anticipate a need to hire more math instructors as a result of the requirement for a third year of math?			
Answer Options	**Yes**	**No**	**Response Count**
Mathematics	4	6	10

Estimated Starting Salary?								
Answer Options	**$20,000**	**$25,000**	**$27,500**	**$30,000**	**$42,500**	**$55,000**	**$60,000**	**Response Count**
Mathematics	1	1	3	2	1	1	1	10

Weighted Average Salary new Math Teacher	$34,500
Total Cost Assuming a Burden of 30%	$44,850

Will a third year of math impact (reduce) other course offerings?		
Answer Options	**Response Percent**	**Response Count**
Yes	70.0%	7
No	30.0%	3

If you answered yes the question above, what courses will be impacted?	
Answer Options	**Response Count**
Science	1
History	1
Social Studies	0
Art/Drama	6
World Languages	3
Shop	6
Other	3

Question 41 Open Response (uneditied):

Please give us any other comments related to implementing the Common Core Standards?

It will be difficult to accurately know much of the future MCCS information needed as requested in this survey. There are many unknowns in the questions. Having said that however, we are planning to manage this much as we manage other years curriculum adoptions and will be looking to incorporate costs as our general budget allows. We are pretty much assuming that we may have some additional expenses as a result of MCCS but are probably a year away from being able to accurately estimate them. We do know that having an additional team working toward adoption will have some additional costs. It is too early to know the extent of those costs.
The state-level adoption of two major core content areas at the same time presents a new challenge to school districts in Montana. Though we have two years to come into compliance at the local level with any new or revised set of state standards, school districts typically plan and budget for these two areas separately over a number of years. *$439,258 is budgeted annually for all K-12 textbooks (new and replacements) It will take just under 8 years to fulfill this cost estimate with no other content area adoptions during that time.
I have no other comments.
I believe the cost of implementing a significant, positive result of MCCS will be cost prohibitive for most districts. I am very concerned about this.
The costs at this point are difficult to determine. It is not completely clear what additional instructional materials we will need until we dig further into the standards. That is also true for professional development. The additional costs for assessment will also be significant and may change the current assessments the district uses.
Bozeman Public Schools was one of the original AA School Districts that estimated the cost of CCSS for the LFD request. When doing so we looked at minimum needs that could be stretched over many years for implementation. The fact that implementation and assessments will be the standard for our state by 2014-15 requires accelerated professional development and time to allow educators to create effective implementation of CCSS. Full and effective implementation of CCSS does not simply involve professional development of CCSS and the purchase of new textbooks. It involves a different way of teacher collaboration and instruction. This is truly a new product line, and any business that remains viable takes the time to be sure the entire team knows the product and can implement it in a rich way. Something we never get the opportunity to do in education, though we are roundly compared to business. Enough resources to do this right would be a welcome change! Additional administrative costs have not been reflected. A more effective model for training would be, rather than sending groups of teachers to PD, to employ additional instructional coaches. Coaches assist with deeply embedded professional development that assures meaningful change. The cost of each additional instructional coach (11 - one in each of our building) would be $70,000. A big bill, but the right way to get this done. Additional administration in the curriculum area to assure pre-K -16 articulation (currently we have a .5 FTE Curriculum Director for 5800 students).
Billings Public School District is committed to the implementation of the Montana Common Core English Language Arts and Literacy in History/Social Studies, Science, and Technical Studies Standards and the Montana Common Core Mathematics Standards. We are excited to participate in what we consider a transformation. This is an opportunity to provide rigorous standards for all students targeting college and career readiness for each of them. This opportunity necessitates that teachers will become very skilled at looking at instruction in a different way. As we provide teachers with the necessary professional development, it will be important to look carefully at what students are doing in response to what the teacher is doing. This transformation will result in additional costs. The cost estimate for us is divided into four distinct areas: Curriculum Work, Professional Development, Resources/Materials/Textbooks, and Addressing the Assessment System.
When budgets are extremely tight, is seems absurd that we (districts) have to provide resources for an unfunded mandate.

It is all coming on us so fast and hard. I will tell you there is no way we will absorb this for 1%. It is going to cost money. So many of us are just in beginning phases of realizing the cost of Common Core.
Smarter Balance is NOT an appropriate resource for CCSS development or a source of materials. It's a cheap and easy quick fix solution that is ignorant of real educational issues and materials necessary to allow students access to learning. Again, making the TWO largest curriculum and materials adoptions happen at the same time is insanity for school districts to ever consider absorbing that kind of cost. Please put Smarter Balance back into the testing protocol business and keep it out of curriculum. It is untested and unreliable as a curriculum source.
The timeline for implementation is too short, especially for small schools that have limited resources. Large districts are likely struggling as well. More staff require more time for everyone to get on board. A big worry that my teachers and I have is the unknown "new generation" assessment. The technology is going to be a huge expense plus will it even work in districts without reliable internet service. And what about those districts that do not even have internet?
It's a good think to get everyone on the same playing field.
It is going to be a challenge to implement these new standards in the classroom on the current time line. We have not been given adequate professional development, and through the professional development we have received, none of it has given us a direction in which to go. We are not going to see the effect of the common core until the first Kindergarten group get through their senior year. That is 13 years of not knowing what the outcome will really be of adopting these. School districts need directions in which way to go. IF it is going to be common core, it best be common materials in each school district across the nation for those that have adopted the common core. If it is state mandated, then the state really should pay for the materials to get school headed in the right direction with the common core.
Even though we have enough computers, each school only has one lab. It will take many takes to test elementary students on-line.
The OPI training will define what we need to do and its cost on the District.
We will work with Math and English this year and start with English 2012-13 school year.
In a system our size (18 staff members) all will be involved in the common core standard work. We are fortunate to have a staff that understands the importance of curriculum work and keeping it up to date. They have worked hard to keep course description current, and after this past year have reviewed all of the learner outcomes for each course. While the math courses are already reflective of the Math Common Core expectations - materials for those changes are still a concern. We are just starting the work on the Literacy Common Core standards but are realistically expecting some major changes in learner outcomes and materials in that area as well.
These are difficult questions to answer as there are many unknowns. We are three small, rural schools with limited staffs and time. We are fortunate to have Prairie View Curriculum Consortium and Montana Small Schools' Alliance to assist us through this transition, but we just don't know at this point what our needs will be or what challenges we will face. So, in light of this, the questions have been answered to the best of my ability. Thanks! Steve Engebretson
None
I believe our teachers and other staff are taking these rigorous standards seriously, and are working hard to ensure they are implemented effectively. We now have to convince our other stakeholders to step up to the challenges of the Common Core Standards. We have a growing number of families that refuse to help their children in meeting basic needs, let alone the increasing expectations at school.

Very hard for a small rural district like Luther to know how to answer these questions or anticipate costs. Very hard to release staff to do PD. We usually have to depend on others such as ACE to lead and help us
Teachers are currently provided with 7 PIR Days within their contract. The LFD Analysis used Two (2) Days per Subject as the training required. One day can be absorbed within the 7 PIR Days in the current contract. So, One (1) day needs to be funded-THIS IS NOT ENOUGH. Math teachers face having to teach skills to which they're unaccustomed, since some concepts have been moved to lower grades in the new standards. They're also being asked to focus longer and more deeply on fewer concepts and to emphasize conceptual understanding and practical applications of math. Furthermore, the LFD estimated cost just includes a substitute teacher -no additional cost of teacher contract hourly rate-while under their own assumptions indicate at least one day will be required above what is currently provided for within their contracted 187 days. Finally, the cost estimate does not include employer cost of the TRS contribution. Particular challenges lie ahead for teachers of special education students and those still learning English as they try to build bridges that allow their students to respond to the new expectations. The analysis does not factor SPED teachers. The LFD analysis determined the cost of training "curriculum specialists". It does not consider the cost of those specialists conveying the information to the other staff. This also takes time outside of the classroom. Furthermore, our early work with choosing department heads or team leaders to be trained and then have them train the rest of staff has been very difficult. Staff are very reluctant to take on this role as they receive push back from rest of staff. It is more effective to have ALL staff trained by professionals or administrators as opposed to relying on staff to train other staff. The LFD analysis includes several instances where the cost is spread over several years. I don't understand how spreading the cost over several years actually reduces the overall cost. Without good instructional materials, the common standards could be hamstrung. And the quality of the materials produced for the common core remains to be seen. Publishers large and small have jumped into the fray, offering an array of programs they say are "aligned" to the common core. The biggest potential pothole, by far, is failed implementation. It's a huge, heavy lift if we are serious about teachers teaching it, kids learning it, curricula reflecting it, tests aligned with it, and kids passing those tests.
We don't have really know what "implement the Common Core Standards" means yet. We don't have enough familiarity with the standards to even say what we need. That should come during the next year.
Time will tell if this transition will raise students to the level we would hope to expect. I know that there are those that are saying,["well here we go again with this experiment"]. We without a doubt, need a more rigorous curriculum. The problem gets to be, we continue to add more courses to meet the needs in the world of work which causes an over load for our school systems and often allows for to many courses that lack the substance to meet the level of knowledge we expect the student to have. The other problem of course is funding. We simply do not have the funding authority under our present system nor the budget flexibility to meet the standards we are hoping to establish.
Leadership and financial support from the State is essential.
There will be ongoing costs annually for training of new staff who are not experienced in delivering the CCS curriculum.
I fear the standards were pushed forward before the fiscal piece was put in place.
Education has become a political football. Adopting the common core is going to very difficult, especially the assessment piece. The public has received so many mixed messages about public education that they are confused. This will add to the confusion and result in further damage to the public schools.
The on going cost of technology will be our biggest challenge.

A final request to superintendents was issued on May 23 to May 29, 2012 for any open ended input from the state school districts. LFD received 4 responses.

From: Andrea Johnson, Townsend Superintendent

Dear Robert:

I commented the first go around and felt my voice was not heard when I read the report.

I feel that the ultimate cost to a district was not factored in fully. The purchase of a "textbook" is just part of the cost of buying materials to implement a researched based program. Many of our schools, for example, need manipulatives and other hands-on items to teach mathematics for understanding.

Professional development will be costly as well. If a school district, like Townsend, has teachers attend PD away - there's the cost of substitutes, travel, and the training itself. If we host it on-site - trainers are expensive. There are little resources available to us. Years ago we could write Reading First Grants, Reading Excellence Grants and/or Comprehensive School Reform Demonstration Grants. Those are all gone now.

In order to do appropriately do curriculum development we will need to pay teachers stipends and/or provide PIR time - all of which is very costly. I hope that it has been appropriately factored in because it will take about 4-5 days of teacher time to do the curriculum development. Depending on a teachers salary - which ranges from $29,000 - $54,000 - figure the daily rate for about 50 teachers and that's a chunk of change.

We are in dire need of technology and with the tight economy and a conservative community - this has been difficult to address.

We will also need to add at least one math course and one English course at our high school. In addition, we need to assist middle school teachers with transition curriculum and interventions to meet the new standards.

I am very much for the adoption of the Common Core and I was one of the state committee members on the Montana Content Standards for Mathematics. I believe in academic rigor. However, we need to FUND this mandate for school districts and not expect local funds to pay for state curriculum standard adoptions. If we truly want ALL students to learn and to higher standards, the legislature needs to fund it adequately and not leave districts at the mercy school levies.

Quality education is a state responsibility.

In my prior email last fall I believe, I figured the cost to be about $250,000. I believe that figure was not inclusive of everything that will need to be done to implement the Common Core in English Language Arts and mathematics.

Thank you for your time and consideration of this matter,
Andrea Johnson
Townsend Superintendent
(406) 441-3454
ajohnson@townsend.k12.mt.us

From: Roger Britton Froid School

The cost to replace my Math text books in K-6 will need adjusted up. The total cost will be $14,000. The 7-12 texts will be a minimum of $3000.00 without additional teacher resources.
Roger Britton
Froid School

From: Mary Johnson, Superintendent Browning Public Schools

Robert,
I realize I missed the deadline, and I apologize, but just in case I will give you some figures I have been able to compile over the past week regarding costs of implementing the Common Core Standards

Math Curriculum Adoption K-12 $185,000
Reading Series Upgrade $218,000
Technology to present upgraded curriculum $140,000
Technology to accommodate online assessment $75,000
Professional Development $100,000
Math Teachers PRICELESS (there is a math teacher shortage, we're looking for them now, if you know of any, send them our way)

Again, my apologies. Will you be doing Fiscal Analysis for Chapter 55. The new "Blended Model" will cost us more than the Common Core Standards.

Thanks,
Mary Johnson
Superintendent
Browning Public Schools

From: Dr. Linda E Reksten, Superintendent of Schools, Butte School District #1

Robert
Attached is our analysis of the Common Core Costs for Butte School District #1. I'm not sure you have this.
Thanks,
Linda

Dr. Linda E Reksten
Superintendent of Schools
Butte School District #1
111 North Montana Ave
Butte, MT 59701
(406)533-2524

Appendix C
Legal research for definition of substantial fiscal impact under § 20-7-101(3), MCA.

From: Legislative Attorney, Legislative Services Division

Rob:

Here is the work I did to determine whether there is a more complete definition of Substantial Fiscal Impact under § 20-7-101(3), MCA. I first looked to the legislative history of the language. Amendment of 20-7-101 to include subparagraph (3) can be found in Senate Bill 152 (2005 Session), sponsored by Senator Ryan. That bill's main focus included defining "basic system of free quality public elementary and secondary schools". Most of the testimony from proponents and opponents was related to the definition of a "basic system . . .", with no direct testimony regarding the finer points of "substantial fiscal impact". Therefore, the legislative history was not helpful in further defining "substantial fiscal impact.

I also searched other states to determine if they have rules for additional state funding of schools resulting from a change of accreditation standards. I found very little help down that path.

Sincerely,

Daniel J. Whyte
Legislative Attorney
Legislative Services Division
P.O. Box 201706
Helena, MT 59624
444-4024
dwhyte@mt.gov

MCA § 20-7-101 (Source: MCA Chapter 20, Education)

20-7-101. Standards of accreditation. (1) Standards of accreditation for all schools must be adopted by the board of public education upon the recommendations of the superintendent of public instruction.

(2) Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review. The interim committee shall request a fiscal analysis to be prepared by the legislative fiscal division. The legislative fiscal division shall provide its analysis to the interim committee and to the office of budget and program planning to be used in the preparation of the executive budget.

(3) If the fiscal analysis of the proposal is found by the legislative fiscal division to have a substantial fiscal impact, the board may not implement the standard until July 1 following the next regular legislative session and shall request that the same legislature fund implementation of the proposed standard. A substantial fiscal impact is an amount that cannot be readily absorbed in the budget of an existing school district program.

(4) Standards for the retention of school records must be as provided in 20-1-212.
History: En. 75-7501 by Sec. 372, Ch. 5, L. 1971; R.C.M. 1947, 75-7501; amd. Sec. 2, Ch. 543, L. 1983; amd. Sec. 4, Ch. 208, L. 2005.

Appendix D
Cost models provided by various districts

Various school districts provided models for forecasting the fiscal impact to their districts. These models are provided below.

Billings Public School District

Billings Public School District is committed to the implementation of the Montana Common Core English Language Arts and Literacy in History/Social Studies, Science, and Technical Studies Standards and the Montana Common Core Mathematics Standards. We are excited to participate in what we consider a *transformation.* This is an opportunity to provide rigorous standards for all students targeting college and career readiness for each of them. This opportunity necessitates that teachers will become very skilled at looking at instruction in a different way. As we provide teachers with the necessary professional development, it will be important to look carefully at what students are doing in response to what the teacher is doing.

This transformation will result in additional costs. The cost estimate below is divided into four distinct areas: Curriculum Work, Professional Development, Resources/Materials/Textbooks, and Addressing the Assessment System. The column on the far right includes an indication of whether this cost is a cost our district would incur even if the Common Core was not being implemented (this dollar amount would come from the district's general fund) due to the district's curriculum review cycle.

	District Work	Total dollars (**dollars the district would incur even without Common Core Implementation*)
Curriculum Work	ELA – Elementary: 7 grades x 4 teachers x 3 days x $70 = $5880 9 grades x 2 teachers x 16 hours x $25.23 = $7267	$ 13,147 (*)
	ELA – High School: 9 teachers x 30 hours x $25.23 = $6812	$ 6,812 (*)
	Literacy Standards for other Subjects – Grades 6-12: 25 teachers x 8 hours x $25.23 = $5046	$ 5,046 (*)
	Math – Elementary: 6 grades x 2 teachers x 8 hours x $25.23 = $2422 3 grades x 4 teachers x 16 hours x $25.23 = $4844	$ 7,266
	Math – High School: 9 teachers x 30 hours x $25.23 = $6812	$ 6,812
Professional Development	Train one teacher per building as a lead facilitator – 30 teachers x 8 hours x $25.23 = $6055	$ 6,055
	All K-12 teachers will be provided with the	

	training around the rationale behind Common Core. This will lead to work on instructional changes. Initial training will take place on school time during the 2011-12 school year.	$ 0
	Additional time/training for teachers on instructional practices (3 hours) – This will take place on district PIR or Early Out time.	$ 0
		Continued on next page
	District Work	Total dollars (**dollars the district would incur even without Common Core Implementation*)
Resources / Materials / Textbooks	ELA – Grades K-5: District's Primary Reading Resource is 12 years old. It is beyond supplementing. Primary Resource for 7122 students = $1,068,300	$1,068,300 (*)
	ELA – Grades 6-8: With alignment between 6-8 grades a new resource will be necessary. Primary Resource for 3533 students = $529,950	$ 529,950 (*)
	ELA – High School: Supplementary resources = $250,000	$ 250,000
	Literacy Standards for other Subjects – Grades 6-12: Supplementary resources = $100,000	$ 100,000
	Math – Grades K-5 Supplemental resources already purchased = $93,000	$ 93,000 (*)
	Math – Grades 6-8: In our alignment work we have determined that only 1 of these grades has adequate resources. New math resource for 2346 students = $234,600	$ 234,600
	Math – High School: Supplementary resources = $125,000	$ 125,000
	Math – High School: The district's graduation requirement will need to increase to 3 years of math - presently it is only 2 years of math. It is estimated that an additional 4.5 FTE will be necessary = $256,500	$ 256,500

Addressing the Assessment System	Assumptions for implementation of SMARTER Balance 1. Purchase 30 computer mobile lab for each school that will be dedicated to Common Core -**30 computer lab is $23,500** 2. Expand wireless network for mobile lab 3. Cover incidentals like network licenses, anti-virus licenses and support • $25,000 per elementary school (22) = $550,000 • $53,500 per middle school (larger area for wireless) (4) = $214,000 • $48,500 per high school (wireless in place) (3) = $145,500	$ 909,500
	District Work	Total dollars (**dollars the district would incur even without Common Core Implementation*)
Addressing the Assessment System *(continued)*	SMARTER Balance Assessments: Grades 3-11 11,019 students x $7.00 = $77,113 (annual costs)	$ 77,113
	Total dollars for Implementation of Common Core	$3,689,101
	[redacted]	[redacted]
	Dollars needed for implementation outside of general fund dollars	**$1,972,846**

Bozeman Public Schools
Common Core State Standards Cost Estimate
DRAFT 12/07/11

Curriculum Work

K-8:
MATH: 9 grades x 2 teachers x 2 days x $100= $3600 for subs (school year)
MATH: 9 grades x 2 teachersx16 hours x $17.01 = $2449 (summer)
ELA: 9 grades x 2 teachers x 2 days x $100 = $3600 for subs
ELA: 9 grades x 2 teachersx16 hours x $17.01 = $2449 (summer)

9-12
MATH:
6 teachers x 40 hours x $20 = $4800 (summer)

ELA
6 teachers x 40 hours x $20 = $4800 (summer)

Literacy Standards for Other Subjects
6-12:
~15 teachers x 16 hours x $20 = $4800 (summer)

Total Curriculum = ~$22,000

Professional Development

Buy 2 days for teachers = $130,000/day (for approximately 400 teachers)

Total Professional Development = ~$260,000

Instructional Materials

SMARTER Balance Assessments:
Grades 3 – 11
1500 BHS students
1300 middle school
1500 3 – 5
4300 students x $7.00 = $30,100 (annual costs)

MATH: $500,000 (based previous adoption)
ELA: $500,000 (based on previous adoption)

Total Materials: Materials= ~$1,030,100

Additional Math Support: Approximately 1.0 FTE = **~$53,000**

Technology

Common Core Lab Cost. See attached spreadsheet.

Assumptions:

One grade level would be tested at a time so all labs will be available during the testing.

Formative assessments and progress monitoring will be done with the same labs. However, the labs could be broken up into small classroom sets then put back into labs for the large spring standardized test.

Issues:

- Labs will be unavailable for other classroom activities during the testing period.
- When/how will Special Ed students be tested?
- As grade level distributions change each year, the number of computers will need to be evaluated to accommodate standards testing needs.
- BHS – Will the Writing lab, Library Cart, Art Lab and BioMed labs be available for testing? If so, the number of labs is 12. If not, the number is 7.
- BHS- Some labs at BHS have less than 30 computers.
- The BHS numbers were determined by the English III classes. One English class is A period. Four classes are combo classes, with 44 to 50 students. I doubled the number of sections in the count for those four classes. Two more labs were added to accommodate the additional class sizes.
- The cost of the labs does not include a printer cost or a cost for carts. This would be an additional cost.

Total Technology Hardware Cost: $364,900 OR $487,000

Bandwidth:

For the cost of additional bandwidth requirements, under our current contract every 10 mbps we add is an additional $300 a month, but with eRate the true cost is $132 a month. We currently have Internet bandwidth of 30 mbps. We are bidding for Internet access with this year's eRate, so we are unsure what the cost will be for next year.

It is difficult to estimate how much additional bandwidth the District would need since requirements for the test, i.e. does it buffer the data then send it all at once, send it one page at a time, or does it send every keystroke, are unknown at this time. It is important to note that the state of the Montana Internet pipe is also an issue.

Total Costs = ~$1,852,100 plus undetermined bandwidth costs plus incidentals (e.g., network licenses, anti-virus licenses and support)

TOTAL 1,447,283

The costs of materials includes one time costs for CC specific adoptions, but digital resources would be recurring. PD and instructional coaching personnel would also be recurring.

Helena Public Schools

Helena Public Schools has initiated the implementation of the National State Common Core standards for English/Language Arts and Mathematics through awareness presentations to district educators. We are excited to be part of this opportunity to provide rigorous standards for all students that are aligned to college and career competencies.

It will be necessary for educators to evaluate their instructional practices and resources in order to appropriately and effectively deliver the standards. In turn, students will be asked to respond to instruction using 21st Century skills and application of their knowledge. These shifts will result in additional cost to our district.

The following cost analysis addresses projected estimates specific to curriculum/technology, professional development, materials/resources, and assessment.

ELA:		
	Elementary:	
	75 educators @ 3 days @ $100.00 guest teacher expense per day	**$22,500.00**
	Middle School	
	6 educators @ 3 days @ $100.00 guest teacher expense per day	**$1,800.00**
	High School	
	8 educators @ 3 days @ $100.00 guest teacher expense per day	**$2,400.00**
	Literacy Standards for Other Subjects - Grades 6 - 12	
	24 educators @ 3 days @ $100.00 guest teacher expense per day	**$7,200.00**
Math:		
	Elementary:	
	75 educators @ 3 days @ $100.00 guest teacher expense per day	**$22,500.00**
	Middle School	

	6 educators @ 3 days @ $100.00 guest teacher expense per day	**$1,800.00**
	High School	
	8 educators @ 3 days @ $100.00 guest teacher expense per day	**$2,400.00**
	Anticipated Curriculum Work Expense:	**$60,600.00**
	Initial awareness Overview Provided by District Curriculum Administrator:	**$0.00**
	Train one educator per building as a lead facilitator	
	20 educators @ 8 hours @ $18.00 per hour	**$2,880.00**
	NSCC Learning Academy	**$500.00**
	Common Core Training (Bozeman/ASCD)	**$7,500**
	Anticipated PIR Expense:	**$10,880.00**
ELA:		
	Elementary:	**$750,000.00**
	(New adoption and supplementary material to include: materials, textbooks, technology, licenses, etc.)	
	Middle School	$350,000.00
	(New adoption and supplementary material to include: materials, textbooks, technology, licenses, etc.)	
	High School	**$350,000.00**
	(New adoption and supplementary material to include: materials, textbooks, technology, licenses, etc.)	
Math:		
	Elementary:	**$75,000.00**
	(Supplementary materials)	
	Middle School	**$30,000.00**
	(Supplementary materials etc.., Ixcell, etc.)	
	High School	**$30,000.00**
	(Supplementary materials)	

	Anticipated Resource / Materials / Textbook Expense:	**$1,585,000.00**
	Assumptions for implementation of SMARTER Balance Assessment Consortium:	
	Purchase 30 computer mobile lab for each school	**$568,000.00**
	(16 schools district wide) (Approx. $35,500 per building)	
	Explain Wireless network for mobile lab	**$0.00**
	(Notes about this here)	
	Licenses, Anti-Virus software Licenses, Support	
	Per Elementary:	**$0.00**
	Per Middle School:	**$0.00**
	Per High School:	**$0.00**
	Annual SBAC Costs (Grades 3 - 11)	
	(# of students x $7.00 per student)	**$28,000.00**
	Anticipated Assessment System Expense:	**$596,000.00**
Total Dollars for NSCC Implementation:		**$2,252,480.00**
Total Dollars from HPS District Funds:		**$0.00**
Dollars Needed:		**$2,252,480.00**

Appendix E
LFD Cost Estimates of the Common Core Standards
Timeline

July	2011	Board of Public Education - Informational meeting BOPE approved recommendation to prepare public notice and the adoption timeline relating to Common Core
August	2011	
September	2011	Board of Public Education - Approved notice of public hearing and timeline relating to Common Core
October	2011	Adoption of Common Core Standards, implementation date July 2013, discussion of cost assumptions prepared by OPI with BOPE
		Cost Assumptions presented to LFD
November	2011	Call to Superintendent Bozeman School District, Chairman AA Superintendents to discuss gathering the school's perspective on the costs of implementing Common Core Standards
		Email to AA Superintendents attending meeting that day requesting estimates of the impacts of Common Core Standards adoption
		Contacted Montana School Boards Association to discuss contacting Class A,B, and C schools for perceptions of costs of implementing Common Core Standards
		Email sent to Class A,B, and C schools using email listing of Montana School Boards Association requesting estimates of the impacts of the common core
		Review of Common Core Standards to identify areas of potential cost increases above current school funding
December	2011	Response from Superintendents - 16 superintendents - 216 school districts
		Review for methodology used to determine cost estimates, identification of common cost areas, outline of additional cost data gathering required to determine statewide costs
		Survey of schools to identify number of computers available for student usage, request to OPI for student accessible computers at each school
		Survey of schools as to requirement for 3rd year of math as a graduation requirement
		Interviews with superintendents on cost estimates submitted to LFD
January	2012	Draft Report
		Review by Principal Expenditure Analyst and Senior Expenditure/Revenue Analyst
		Revisions
		Review by Legislative Fiscal Analyst
		Revisions
		Review and discussion with BPE and OPI
		Revisions and finalization of report
		Presentation to ELG
February	2012	
March	2012	Discussion with ELG to refine estimates

April	2012	Discussion with OPI and BPE on need for refinements, areas needing refinement
		Development of additional survey questions
		Draft of questions to OPI and BPE
		Revisions and mail out to all superintendents
May	2012	Survey results, 71 of 216 superintendents responded, summarization for discussion
		Meeting with interested parties for discussion Review of EPP, OPI place holder for funding of common core implementation
		2nd request for comments
		Summarization of results, 4 of 216 responded with additional comments
June	2012	Draft of report on refinement of the estimates
		Discussion with OPI, BPE
		Revisions on report
		Presentation to ELG