

# **The Common Core State Standards for English Language Arts and Mathematics:**

## **Analysis and Recommendations**

### **Report to the Legislature**



**Randy I. Dorn**  
State Superintendent of  
Public Instruction

**January 2011**  
Updated February 1, 2011

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P.O. Box 47200  
Olympia, WA 98504-7200  
(360) 725-6162

# **Common Core State Standards for English Language Arts and Mathematics: Analysis and Recommendations**

Prepared by  
Jessica Vavrus, Assistant Superintendent

**Teaching and Learning**  
**Office of Superintendent of Public Instruction**  
**Jessica Vavrus, Assistant Superintendent**

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Randy I. Dorn  
Superintendent of Public Instruction

Ken Kanikeberg  
Chief of Staff

Alan Burke, Ed.D.  
Deputy Superintendent, K–12 Education

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**January 2011**  
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## EXECUTIVE SUMMARY

**Background:** The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), together with parents, teachers, school administrators, experts, and state educational leaders. The developers chose the subject areas of English language arts and mathematics as a starting point for this first set of K–12 Common Core State Standards. Washington and other states were involved throughout the development process in providing input on drafts. The Office of Superintendent of Public Instruction (OSPI) convened over 100 Washington educators in the fall of 2009 and winter of 2010 to review and provide input on the draft standards.

The Common Core State Standards for English language arts and mathematics are intended to provide appropriate and consistent benchmarks for all students, regardless of where they live so that teachers, students, and parents can work together in support of student learning in our increasingly mobile society. They are not intended to dictate how teachers teach or what curriculum/instructional materials are used for instruction. States participating in this initiative, however, believe that common standards will lead to more widespread alignment of instructional materials and assessment systems through larger economies of scale across the country.

Under current state law (RCW 28A.655.070), the Office of Superintendent of Public Instruction (OSPI) has the responsibility to develop and maintain Washington’s academic learning standards consistent with the goals outlined in the Basic Education Act, RCW 28A.150.210. This includes periodic review and possible revision of the standards. The Common Core State Standards Initiative provides an opportunity for Washington to review and revise its reading and writing standards (that were scheduled for review and revision in 2010). With regard to mathematics, Washington has an opportunity to build on the strength of the 2008 revision and initial implementation.

During the 2010 legislative session, the Superintendent of Public Instruction was given the authority to adopt the Common Core State Standards on a provisional basis by August 2, 2010. Superintendent Dorn did so in July 2010 after the standards were finalized in June. Throughout fall 2010, OSPI gathered input from educators and stakeholders across the state on what school district needs would be if Washington formally adopted the standards and proceeded with implementation.

According to E2SSB 6696 (Section 601), implementation of the standards may not occur until after the education committees of the House of Representatives and the Senate have an opportunity to review the standards in the 2011 legislative session. The legislation requires the Superintendent to submit a report to the Legislature by January 2011 that includes: (a) a comparison of the new standards and the current standards, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and (b) an estimated timeline and costs to the

state and to school districts to implement the provisionally adopted standards (including providing the necessary professional development, adjusting state assessments, and aligning curriculum). In order for final adoption to occur and for implementation to begin, it is not necessary for the Legislature to take action during the 2011 session.

As of January 24, 2011, 42 states, Washington D.C., and the U.S. Virgin Islands have formally adopted the Common Core State Standards for English language arts and mathematics. While states have varying timelines for implementation with some implementing the Common Core State Standards within their state assessments and with some assessing as soon as the 2011–12 school year, most states that have adopted thus far intend to “hold firm” to their decision as stated in a January 2011 report from the Center for Educational Policy. As a result of so many states engaged in the effort to implement the Common Core State Standards, there is considerable momentum emerging to leverage expertise and resources at the national and regional levels.

In addition, two national consortia have been awarded funding from the U.S. Department of Education to develop assessment systems focused on the Common Core State Standards for English language arts and mathematics. Currently, Washington is one of 18 governing member states (31 states total) that comprise the SMARTER Balanced Assessment Consortium (SBAC). The primary deliverable of SBAC is the development of a comprehensive assessment system that will be fully operational by the 2014–15 school year. This comprehensive system will include not only a summative assessment used for accountability measures but a means of providing interim assessments and formative processes to support classroom instruction and readiness, along with professional development designed to support teachers and administrators in improving student learning. For states to remain active members of the consortia, they must formally adopt the Common Core State Standards by December 31, 2011. States that do not adopt by that date will not be allowed in either of the two national assessment consortia, and will not be able to provide input on the assessment development. States that adopt the Common Core State Standards later and that do not participate in either of the consortia may choose to purchase assessments developed by the consortia for use beginning in 2014–15.

**Comparative Analyses:** There are differences in content and organization between Washington’s standards and the Common Core State Standards.

With regard to **structural differences**, in the English language arts areas: Washington has three separate sets of standards for Grades K–10 for reading, writing, and communication. The Common Core State Standards for English language arts are one set of integrated standards for Grades K–12 that bring together standards from all three of these subject areas. For mathematics, the current Washington mathematics standards are organized around grade level standards in Grades K–8 with course content progressions at the high school level, while the Common Core State Standards for mathematics are organized around grade levels at K–8. The high school standards

are organized around six mathematical categories (number and quantity, algebra, functions, modeling, geometry, statistics and probability).

In terms of **content alignment** between Washington standards and the Common Core State Standards, states and a variety of national organizations conducted detailed comparative reviews. One prominent [report](#) conducted by the Fordham Institute in June 2010 used a set of criteria for each subject area to examine and evaluate the rigor and clarity of the Common Core State Standards and each state’s content standards in relation to the Common Core. The overall “grade” that each set of standards received was based on a combination of scores for clarity and specificity, and for content and rigor. The Fordham analysis assigned a grade of B+ to the Common Core State Standards for English language arts and a grade of A- to the Common Core State Standards for mathematics. Washington received grades of C and A respectively for our state standards.

In addition, OSPI facilitated two comparative analyses. The first analysis was completed by Hanover Research as an external comparison of Washington standards to the Common Core State Standards. The second, conducted by Washington educators, compared the Common Core State Standards to Washington standards.

Overall, both the Hanover and Washington State alignment reviews revealed a relatively strong alignment between Washington’s standards for Grades K–10 in reading, writing and communication and the Common Core State Standards for English language arts. Hanover’s overall alignment when comparing Washington’s standards for reading, writing, and communication to the Common Core State Standards for Grades K–10 was 85 percent, while Washington’s overall alignment when comparing the Common Core State Standards to Washington’s standards was 72 percent for reading, 83 percent for writing and 55 percent for communication, or 70 percent averaged overall for the three subject areas analyzed.

Similar to English language arts, the comparative reviews for mathematics revealed a strong degree of alignment between Washington’s mathematics standards and the Common Core State Standards. Respectively, the analysis completed by Hanover found a total degree of alignment of 85 percent when reviewing how Washington standards match to the Common Core State Standards among Grades K–12. Washington’s Alignment Analysis found that 95 percent of the Common Core State Standards aligned to some extent with the Washington standards.

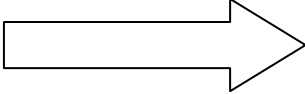
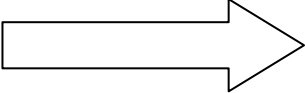
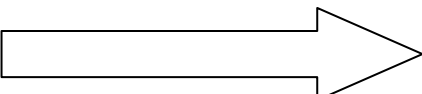
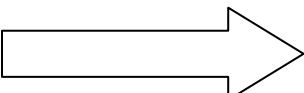
Given the strong level of alignment among the standards, input gathered from Washington educators advocated to first implement the Common Core State Standards with fidelity and proposed a “wait and see” approach for determining whether or not we should add additional content standards for Washington State.

The Legislature also specifically asked OSPI to analyze the “comparative level of rigor and specificity of the standards”. The concept of “comparative levels of rigor” is a complex one as there are varying perspectives as to what makes one set of standards more “rigorous” than another. The following table provides an overview that compares

the rigor of the Common Core State Standards versus Washington’s current standards.

<b>“Rigor” Comparison between Washington Standards and the Common Core State Standards</b>	
<b>English language arts (Washington’s reading, writing, and communication standards)</b>	<b>Mathematics</b>
<b>Fordham, 2010:</b> <ul style="list-style-type: none"> <li>“Common Core are clearly superior than WA standards”</li> </ul> <b>Washington Analyses, 2010:</b> <ul style="list-style-type: none"> <li>The CCSS provide more rigor in several areas compared to current WA standards.</li> </ul>	<b>Fordham, 2010:</b> <ul style="list-style-type: none"> <li>“...too close to call” as to which standards are stronger</li> </ul> <b>Washington Analyses, 2010:</b> <ul style="list-style-type: none"> <li>There is a comparable level of rigor between the CCSS and WA standards</li> </ul>
<b>Details:</b> <ul style="list-style-type: none"> <li>CCSS focus on preparation for careers and college</li> <li>CCSS add Grades 11 and 12</li> <li>Greater focus on increasing text complexity, argumentative writing, research skills</li> <li>WA strength at K–3 / student goal setting</li> </ul>	<b>Details:</b> <ul style="list-style-type: none"> <li>CCSS focus on preparation for careers and college</li> <li>CCSS include STEM standards for students planning a careers in science, technology, engineering, and/or mathematics</li> <li>Key content is covered through K–12 experience in both standards</li> </ul>

**Timeline for Implementation:** Since the transition to new standards would involve a multi-year process, OSPI sought statewide input in fall 2010 that was framed around a sequence of phases. The foundation for the discussion was based on the assumption that the transition to new standards would culminate with statewide assessment of them in the 2014–15 school year (with piloting in 2013–14). The following table illustrates this estimated timeline.

<b>Washington’s Estimated Implementation Timeline</b>					
	<b>School Year</b>				
	2010–11	2011–12	2012–13	2013–14	2014–15
<b>Phase 1:</b> Awareness and Understanding, Alignment, and Adoption					
<b>Phase 2:</b> Build Statewide Capacity, Collaboratively Develop and Align Resources and Materials					
<b>Phase 3:</b> Professional Development and Classroom Transition					
<b>Phase 4:</b> Statewide Implementation through the Assessment System (pilot in 2013–14; statewide assessment in 2014–15)					

**Anticipated state and district implementation activities and estimated costs:** The tables below provide an overview of anticipated activities and estimated costs at the state and school district levels.

When reviewing the estimated costs within the tables, it is important to note that at both the state and district levels there is a variety of existing sources that should be considered to support implementation. Key sources at the state level include: state assessment funds; state funding for regional mathematics coordinators; federal Title II, Parts A (Teacher and Principal Quality) and B (Math Science Partnership) funds; and federal funds awarded as part of the SBAC assessment project. Current district-level fund sources include: basic education funding from the state; federal Title II, Part A funds (approximately \$45 million is allocated annually to Washington districts); federal Title II, Part B; and federal School Improvement Grant funds. This listing is not exhaustive, as it does not include funds from sources that are unique to a region or school district but that might be available to support this work.

It is important to note that costs to update the state's assessment system have not been included in the cost analysis due to Washington's participation in the SMARTER Balanced Assessment Consortium. Should the Common Core State Standards not be adopted, or be adopted in Washington after December 31, 2011, Costs will be incurred by the state beginning in 2012–13 to update the assessment system.

**Estimated State-Level Activities and Costs:**

State-Level Activities (includes OSPI and ESDs)		Estimated State-Level Costs Per Fiscal Year				
		2010–11 (FY 11)	2011–12 (FY 12)	2012–13 (FY 13)	2013–14 (FY 14)	2014–15 (FY15)
<b>Phase 1:</b> Awareness and Understanding, Alignment, and Adoption <ul style="list-style-type: none"> <li>• Coordinate state and regional communication efforts</li> <li>• Support districts with communication materials</li> <li>• Conduct state comparisons</li> <li>• Convene state workgroups to conduct comparisons, bias and sensitivity reviews, develop crosswalk and implementation supports</li> <li>• Participate in state/regional collaboratives</li> </ul>	\$2.5 M total  \$2.5M * maintenance	\$3.4M total  \$2.9M * maintenance \$539K ** needed	\$3.6 total  \$2.9M * maintenance \$760K ** needed	\$3.8M total  \$2.9M * maintenance \$888K ** needed	\$3.8M total  \$2.9M * maintenance \$888K ** needed	
<b>Phase 2:</b> Build Statewide Capacity, Develop Resources and Materials <ul style="list-style-type: none"> <li>• Work with partners to develop state and regional support structures &amp; materials – deliver regionally-based Trainer-of-Trainer (TOT) sessions</li> <li>• Build, maintain regional content expertise / capacity</li> <li>• Review instructional materials for alignment</li> </ul>						
<b>Phase 3:</b> Deliver Professional Development and Classroom Transition <ul style="list-style-type: none"> <li>• Coordinate statewide delivery of professional development</li> <li>• Continue engagement with state / regional collaboratives</li> </ul>						
<b>Phase 4:</b> Statewide Implementation through the Assessment System <ul style="list-style-type: none"> <li>• Develop assessment items (funded through SBAC)</li> <li>• Pilot items in state assessment (funded through SBAC)</li> <li>• Administer statewide assessment system</li> </ul>						

**Notes:**  
 \* Maintenance funds include the assumption that current state and federal funds supporting implementation will remain.  
 \*\* Additional funds needed to support:  
 ✓ Increased English language arts capacity within nine ESDs  
 ✓ Scaling of statewide trainer-of-trainer sessions  
 ✓ Instructional materials alignment review support  
 (OSPI 2011–13 biennial budget request includes these items, however amounts above have been adjusted after further analysis.)  
 (There may be additional state, federal, and/or private funds that could be identified to address the additional funds needed.)

**Estimated School District Activities and Costs:**

School District Activities	Estimated School District Costs Per Fiscal Year				
	2010–11 (FY 11)	2011–12 (FY 12)	2012–13 (FY 13)	2013–14 (FY 14)	2014–15 (FY15)
<p><b>Phase 1:</b> Awareness and Understanding, Alignment, and Adoption</p> <ul style="list-style-type: none"> <li>• Buld awareness with key stakeholder groups</li> <li>• Convene district leadership teams to develop/align necessary curriculum guides and other necessary materials</li> <li>• Compare “crosswalks” with current district curricula and materials</li> </ul>	\$25.3M	\$29.6M	\$35.1M	\$41.8M	\$33.7M
<p><b>Phase 2:</b> Build Statewide Capacity, Develop Resources and Materials</p> <ul style="list-style-type: none"> <li>• Send district and teacher content leaders to participate in state TOT (costs assumed in State Actions)</li> <li>• Align system to standards (leadership, currilcum, assessments, instructional practices, parent communication, report cards)</li> </ul>	Includes: ✓ District staffing only	Includes: ✓ District staffing ✓ Leadership teams (75% of districts)	Includes: ✓ District staffing ✓ Leadership teams (25% of districts) ✓ Educator training (25% of districts)	Includes: ✓ District Staffing ✓ Educator training (50% of districts)	Includes: ✓ District staffing ✓ Educator training (25% of districts)
<p><b>Phase 3:</b> Deliver Professional Development and Classroom Transition</p> <ul style="list-style-type: none"> <li>• Ensure all English language arts and mathematics educators receive necessary training</li> <li>• Teachers begin teaching standards</li> <li>• Purchase new / supplement existng instructional materials</li> </ul>					
<p><b>Phase 4:</b> Statewide Implementation through the Assessment System</p> <ul style="list-style-type: none"> <li>• Participate in limited state pilot (FY 14)</li> <li>• Participate in statewide assessment system (FY15)</li> </ul>	<p><b>Note:</b></p> <p>1. The added costs for aligned instructional materials if the CCSS are adopted are currently indeterminate. These costs will depend on:</p> <ul style="list-style-type: none"> <li>✓ The extent in which existing instructional materials are aligned with the new standards, thus dictating whether new instructional materials need to be purchased or if existing materials can be supplemented.</li> <li>✓ The extent to which supplementary materials will be available online at low or minimal costs.</li> </ul> <p>2. In 2007-08 districts spent an average of \$122 per student in their purchase of new instructional materials and/or to maintain necessary consumables for English language arts and mathematics.</p>				

**Input Received:** While specific input was gathered from educators and stakeholders about what would be needed to implement the Core State Standards, additional input was also received regarding the initiative itself and whether or not it is in Washington's best interest to adopt the standards.

One independent survey conducted by the Center for the Strengthening of the Teaching Profession (CSTP) in October 2010 captured the thoughts of a group of Washington's National Board Certified Teachers (NBCTS) who often provide input on state policy issues. Seventy-nine (79) NBCTS responded with half of them teaching English language arts and/or mathematics at the high school level. Overall there was strong agreement from survey respondents that the adoption of the Common Core State Standards would benefit Washington State students overall. Additional data gathered included:

- Most (89 percent) agreed that the Common Core State Standards establish a clear set of expectations for teachers and students.
- Most (89 percent) agreed that the Common Core State Standards create goals for every grade, which are consistent and transparent to parents, students, teachers, and the public.
- Eighty-two (82) percent felt these new standards would encourage publishers and educational developers to align textbooks, digital media and instructional materials to common standards.
- Seventy-three (73) percent agreed that the Common Core State Standard make it possible for educators to work collaboratively, coast to coast, as they adapt and enrich common standards with learning activities and new best practices.
- Seventy (70) percent agreed that these standards would support the development of a unified, comprehensive and consistent assessment.
- Over half (63 percent) agreed that the Common Core State Standards would prompt policy changes necessary to support students and teachers towards teaching and learning goals.
- In a final question, three-quarters of the respondents agreed that the state should move forward with adoption and implementation of the Common Core State Standards.

Other feedback was received from stakeholders throughout the state that focused on general concerns about the Common State Standards Initiative, itself. The following table provides a summary of concerns expressed and responses to those concerns.

**Concerns about the Common Core State Standards Initiative and Responses**

Concerns Expressed	Responses
<p>New standards are <b>unnecessary</b> for Washington.</p> <ul style="list-style-type: none"> <li>• Educators are experiencing “standards fatigue” from the speed of change in our system overall</li> <li>• Current WA mathematics standards are more clear than the CCSS</li> </ul>	<ol style="list-style-type: none"> <li>1. Washington’s reading, writing, and communication standards have not been revised since they were developed in the early 2000’s.</li> <li>2. While Washington’s mathematics standards were recently revised in 2008, based on analyses conducted, the CCSS are very similar, with key mathematical content present across Grades K–12.</li> <li>3. The CCSS will produce “economies of scale” that will result in more widespread alignment of instructional materials, professional development, and assessment systems.</li> </ol>
<p>Adopting and implementing new standards is <b>too expensive</b>.</p> <ul style="list-style-type: none"> <li>• State funding for state and local implementation is limited</li> <li>• Districts recently spent considerable resources on new mathematics instructional materials</li> </ul>	<ol style="list-style-type: none"> <li>1. The CCSS will produce “economies of scale” that will result in opportunities to leverage and blend resources (fiscal and content expertise) at local, regional, state, national levels, and that will decrease the costs of “going-it-alone” with different state standards.</li> <li>2. Newly purchased instructional materials in both subjects are likely to align well with the CCSS – there will be more aligned and consistent support for this on a larger scale. If adoption of the CCSS does not take place school districts will continue to need to purchase and/or develop supplemental materials.</li> <li>3. There will be increased alignment between K–12 expectations and college entrance expectations, which may result in fewer financial resources going to support student remediation.</li> </ol>
<p>Adopting the CCSS will be a <b>loss of “local control”</b>.</p>	<ol style="list-style-type: none"> <li>1. Educators and stakeholder (parents and community members) will continue to be engaged through statewide implementation planning workgroups.</li> <li>2. Should concerns be found in the substance of the standards, Washington will be around the table to inform future revision of the CCSS.</li> <li>3. If Washington chooses to do so, additional standards may be added to include critical knowledge and skills unique to Washington State.</li> </ol>
<p>The CCSS are “<b>untested</b>”.</p> <ul style="list-style-type: none"> <li>• No student data supports that they will work</li> </ul>	<ol style="list-style-type: none"> <li>1. The CCSS were developed using a strong research and evidence base building on the strengths and lessons of current state standards, and standards from countries around the world.</li> <li>2. Comprehensive assessment systems will be developed (SBAC) to provide a wrap-around system of support for teachers and student in implementing the standards.</li> </ol>
<p>The CCSS <b>lack of connection for students of color</b>.</p>	<ol style="list-style-type: none"> <li>1. By engaging a bias and sensitivity workgroup to review the standards, culturally relevant implementation and support strategies for all students in Washington will be identified and developed.</li> <li>2. This and other implementation planning workgroups will consider whether additional content standards are necessary to add.</li> </ol>

**Concerns about the Common Core State Standards Initiative and Responses**

Concerns Expressed	Responses
<p>The CCSS <b>do not support mobile students and teachers.</b></p> <ul style="list-style-type: none"> <li>Washington has had its own “common” state standards for years and there are still large variances from district to district.</li> </ul>	<ol style="list-style-type: none"> <li>The CCSS have been adopted by over 40 states. They will make it easier for mobile students and teachers moving in and out of Washington State. According to data gathered by the Alliance for Excellent Education in 2010, in 2006 approximately 24,563 school-aged children moved to Washington from another state and about 23,048 students moved from Washington to another state.</li> <li>Adopting the CCSS offer widespread efficiencies for districts and states to support strong and consistent implementation, especially in the area of aligned instructional materials.</li> </ol>
<p>Adoption will cause “<b>continued chaos</b>” for school districts in the transition among standards and assessments</p>	<ol style="list-style-type: none"> <li>The CCSS would not be assessed statewide until the 2014–15 school year. This will allow for a three-year transition period between adoption of the standards and when they will initially be assessed.</li> </ol>

**Recommendations:** As a result of the analysis and input considered, OSPI offers the following specific recommendations as next steps for Washington related to the Common Core State Standards Initiative:

- 1. Formally adopt the Common Core State Standards for English language arts and mathematics in 2011 and remain engaged as a governing state with the SMARTER Balanced Assessment Consortium (SBAC).** Formal adoption will allow Washington educators to remain engaged in regional and state coordination in developing systematic and supportive implementation supports.
- 2. Engage Washington educators and stakeholder groups to develop a multi-faceted statewide communication, outreach, and implementation planning process.** This will include identifying and convening key “implementation planning workgroups”. The first of which should be a Bias and Sensitivity Review Committee and content-specific workgroups to begin identifying key components needed for our state as part of implementation.
- 3. Conduct further analysis regarding funding needed for school district instructional materials purchases.** While state funding to districts for instructional materials is scheduled to increase over time beginning with the 2011–13 biennium, the total amount needed cannot be determined until alignment reviews are completed and an analysis of what core instructional materials school districts are using is conducted. Additionally, the availability of high quality, aligned, and affordable instructional materials is unknown, but this emerging landscape will likely be a factor for districts in the amount of funding needed to maintain instructional materials aligned with the Common Core State Standards.

For our state and the 44 others that have already adopted the standards, the Common Core State Standards for English language arts and mathematics are a starting point and not the “end” for effective and systemic educational support of our students and teachers. Once the standards are adopted, it will be critical for Washington to proceed carefully and to be mindful of the concerns shared by stakeholders that are articulated in the table below. While there are legitimate concerns, the reasons for our state to move forward with adoption outweigh the concerns presented. The opportunities the standards present for students and teachers throughout our state and country cannot be ignored.

## I. INTRODUCTION

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), together with parents, teachers, school administrators, experts, and state educational leaders. The developers chose the subject areas of English language arts and mathematics as a starting point for this first set of K–12 Common Core State Standards.

The Common Core State Standards are intended to provide appropriate and consistent benchmarks for all students, regardless of where they live so that teachers, students, and parents can work together in support of student learning in our increasingly mobile society. Key with the initiative is the hope that with the Common Core State Standards, all students will be better prepared with the skills and knowledge necessary to compete with their national and international peers. Common academic standards are meant to be the foundation of an aligned educational system. The standards are not intended to dictate how teachers teach or what curriculum/instructional materials are used for instruction.

Under current state law (RCW 28A.655.070), the Office of Superintendent of Public Instruction (OSPI) has the responsibility to develop and maintain Washington’s academic learning standards consistent with the goals outlined in the Basic Education Act, RCW 28A.150.210. This includes periodic review and possible revision of the standards. The typical timeline for review and revision of state learning standards is approximately every six years. However, with the recent revision of the mathematics and science standards in 2008 and 2009, this cycle was circumvented as mathematics was not due for revision until 2011 and science was not due for revision until 2010.

The Common Core State Standards Initiative provides an opportunity for Washington to review and revise its reading and writing standards (that were scheduled for review and revision in 2010). With regard to mathematics, Washington has an opportunity to build on the strength of the recent revision and initial implementation.

During the 2010 legislative session, the Superintendent of Public Instruction was given the authority to adopt the Common Core State Standards (“...as developed by a multistate consortium in which Washington participated...”) on a provisional basis by August 2, 2010. According to E2SSB 6696 (Section 601), implementation of the standards may not occur until after the education committees of the House of Representatives and the Senate have an opportunity to review the standards in the 2011 legislative session. The legislation requires the Superintendent to submit a report to the Legislature by January 2011 that includes: (a) a comparison of the new standards and the current standards, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and (b) an estimated timeline and costs to the state and to school districts to implement the provisionally adopted standards (including providing the necessary professional development, adjusting state

assessments, and aligning curriculum). The full text of Section 601 of E2SSB 6696 is included as Appendix A.

At the time of the 2010 session, it was not prudent for the Legislature to support the Superintendent's full and final adoption of the Common Core State Standards given that the standards were not yet final, nor had public input been sought and compiled on the drafts. The Common Core State Standards were finalized on June 2, 2010. The Superintendent provisionally adopted the standards on July 19, 2010. In order for final adoption to occur and for implementation to begin, it is not necessary for the Legislature to take action during the 2011 session.

This report is in response to the requirements outlined in E2SSB 6696, 601 (1–3) and provides an overview of the development of the Common Core State Standards and Washington's involvement, as well as the specific components requested by the Legislature described above.

## **II. COMMON CORE STATE STANDARDS INITIATIVE BACKGROUND: WASHINGTON'S INVOLVEMENT AND NATIONAL PERSPECTIVE**

### Washington's Involvement

In May 2009, Washington's Governor and Superintendent of Public Instruction signed a Memorandum of Agreement (MOA) with 48 states and two territories to participate in the Common Core State Standards Initiative. By signing the MOA, states committed to being engaged throughout the standards development process. The MOA did not require states to agree to adopt the Common Core State Standards.

Development of the Common Core State Standards began in 2008. Initial drafts of "Career and College Readiness" standards and then K–12 standards in English language arts and mathematics were shared beginning in the summer of 2009. Along with other state education agencies (SEAs), OSPI had the opportunity to provide input on initial drafts of the Common Core State Standards starting in fall 2009. To provide input, OSPI convened a group of almost 100 Washington educators and experts that had previously been involved with state standards development and revision efforts. In addition, members of state and regional leadership groups and educational associations were invited to participate. In addition to state input, the NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, and individuals/groups with expertise working with English language learners and students with disabilities. Following the initial rounds of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses nationwide. Close to 900 responses came from Washington State.

In order to ensure the rigor of the final Common Core State Standards, the CCSSO and NGA established an advisory and validation committee that externally reviewed the standards before finalizing them to ensure they maintain the foundational goals of the initiative. Members of these groups included members from Achieve Inc., ACT, the

College Board, the National Association of State Boards of Education, and the State Higher Education Executive Officers. The Common Core State Standards were finalized in June 2010.

The final Common Core State Standards for English language arts and mathematics define the knowledge and skills students should have within their K–12 education careers in these subject areas so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The final standards were developed to:

- Align with college and work expectations;
- Be clear, understandable, and consistent;
- Include rigorous content and application of knowledge through higher-order skills;
- Build upon strengths and lessons of current state standards, and standards from countries around the world; and
- Prepare all students to succeed in our global economy and society.

Once the standards were finalized in June 2010, OSPI began building awareness and understanding across the state about the standards. Statewide input was sought on school district needs within the other phases should the Common Core State Standards be formally adopted. Activities during August–November 2010 ranged from launching OSPI’s Common Core State Standards Web site, conducting two types of comparative analyses, and sharing information and seeking input from hundreds of educators and stakeholders across the state. Throughout this time, input was gathered from over 1,000 Washington stakeholders. Appendix B provides a full listing of these outreach activities that informed this report. Through all of these efforts, input was gathered that focused on school district and teacher needs throughout the transition process.

### National Perspective

Since the Common Core State Standards were finalized in June 2010 there has been considerable momentum around national adoptions. Forty-two (42) states, Washington D.C., and the U.S. Virgin Islands have formally adopted the Common Core State Standards for English language arts and mathematics. According to a recent [report](#) issued by the Center on Education Policy (Kober and Rentner, January 2011), that surveyed the majority of states regarding issues and considerations involved with adoption of the Common Core State Standards, 31 of the states surveyed indicated their plans to “hold firm” to their adoption decision. Of the three that indicated that they might change their decision, their reasons were largely political related to state governance and politics (p. 3). Regarding making additions to the standards, the majority of states surveyed indicated that they will not be adding content or that they are undecided on the topic (p. 4). States are on various timelines for implementation with some implementing the Common Core State Standards within their state assessments and with some assessing as soon as the 2011–12 school year. The report also cites the importance of state and national discussions about the future “governance” over the standards. This is an evolving conversation by which there is widespread agreement that it is important for states to maintain their investment and involvement in the content of the standards, but

that having the support of an overarching entity such as CCSSO to facilitate future efforts (including revision of the standards) is critical ([Finn and Petrilli, 2010](#); [Achieve, 2010](#)).

Overall, states participating in this initiative believe that common standards will lead to more widespread alignment of instructional materials and assessment systems through larger economies of scale across the country. As such, there are already many existing and emerging national and regional opportunities for states and their state partners (school districts, content stakeholders, higher education, etc.) to begin leveraging collective expertise and resources around implementation supports for the Common Core State Standards. Nationally, the CCSSO state collaborative for “Implementing Common Core Systems” (ICCS), convened for the first time in January 2011. As a participant in this collaborative, Washington joined with over 34 other states to jointly address the common and state-specific issues and concerns associated with transitioning to the Common Core State Standards. Through participation in this CCSSO-sponsored state collaborative, states will be actively supported as they strategize methods to work through integrating the Common Core State Standards fully within their state educational systems.

Regionally, organizations such as the Education Northwest and the Northwest Regional Comprehensive Center (NWRCC) are also coordinating opportunities for states in our region to collaborate and share resources. Groups such as this provide an opportunity for states to share information, such as implementation systems, support materials, communications tools and templates, and resources.

In the area of mathematics, in particular, much is underway in order to collaborate around the implementation of the Common Core State Standards. Four national organizations that are leaders in the field of mathematics education have joined forces to produce supports for states. These are the Association of Mathematics Teacher Educators (AMTE), Association of State Supervisors of Mathematics (ASSM), National Council of Supervisors of Mathematics (NCSM), and National Council of Teachers of Mathematics (NCTM). They have set priority activities for supporting the implementation of the Common Core State Standards that involve regional leadership supports, an ongoing advisory role regarding the Common Core State Standards, a professional development conceptual framework, guidance on assessment development, and a research agenda that will monitor the impact of the Common Core State Standards on instruction and student learning that will inform revisions of the Common Core State Standards as needed.

On the topic of assessment, two national consortia have been awarded funding from the U.S. Department of Education to develop assessment systems focused on the Common Core State Standards for English language arts and mathematics. Currently, Washington is the fiscal agent and one of 18 governing member states (31 states total) that comprise the SMARTER Balanced Assessment Consortium (SBAC). The primary deliverable of the SBAC is the development of a comprehensive assessment system that will be fully operational by the 2014–15 school year. This comprehensive system will include not only a summative assessment used for accountability measures but a means of providing interim assessments and formative processes to support classroom instruction and

readiness, along with professional development designs to support teachers and administrators in improving student learning. Funds have been provided that will allow SBAC member states to engage in activities over the next four years that include assessment development processes and implementation support activities. By working with SBAC, member states will leverage the resources within the consortium to work through some of the assessment development activities while retaining control of the final implementation decisions that pertain to individual state's long-term objectives and needs.

For states to remain active members of the consortia, they must formally adopt the Common Core State Standards by December 31, 2011. States that do not adopt by that date will not be allowed to participate in either of the two national assessment consortia, and will not be able to provide input on the assessment development. States that adopt the Common Core State Standards later and that do not participate in either of the consortia may choose to purchase assessments developed by the consortia for use beginning in 2014-15.

Regarding the development of common standards in other subject areas, states are already engaged in the process of informing a set of "Next Generation" science standards that will be led by Achieve, Inc. and developed based on work led in 2010 by the National Research Council (NRC) of the National Academies. We anticipate similar engagement and input throughout the standards development process as well. Washington's recently revised K-12 Science Learning Standards (2009) serve as a model for development of the Next Generation Science Standards, and many of the experts who were involved in our process also are involved at the national level.

### **III. FINDINGS**

This section provides detailed information on the following:

- Comparative analyses of the Common Core State Standards and Washington standards.
- Statewide survey results regarding whether or not Washington should add to the standards if they are adopted.
- An anticipated implementation timeline, estimated implementation costs for the state and school districts, and a proposed statewide support structure.

#### **COMPARATIVE ANALYSES RESULTS**

OSPI approached the comparative review of Washington standards to the Common Core State Standards by first looking at the overall structure of the two sets of standards, and then reviewing the specific details of two standard-by-standard comparisons.

##### **Structural Comparisons**

There are organizational and structural differences between Washington's standards and the Common Core State Standards. Washington learned with the recent transition to the revised mathematics and science standards in 2008 and 2009 that teachers will need support to learn about the essential organization and construct of the Common Core

State Standards—where the structure and levels of cognitive demand remain the same and where there may be differences. The following tables provide a broad structural comparison between Washington’s Learning Standards and the Common Core State Standards.

**English language arts:** Table 1 illustrates the structural comparison between Washington’s standards (Grade Level Expectations or GLEs) for reading, writing, and communication with the Common Core State Standards for English language arts.

**Table 1: Structural Comparison of the English Language Arts Standards**

Washington State Reading, Writing, and Communication Grade Level Expectations (GLEs)	Common Core State Standards for English Language Arts (ELA)
<ul style="list-style-type: none"> <li>Grades K–10</li> </ul>	<ul style="list-style-type: none"> <li>Grades K–12</li> </ul>
<ul style="list-style-type: none"> <li>Separate documents for reading, writing, and communication; three separate sets of standards (GLEs).</li> </ul>	<ul style="list-style-type: none"> <li>One document, called English Language Arts, with four strands: reading, writing, speaking and listening, and language.</li> </ul>
<ul style="list-style-type: none"> <li>Focus on what students should know and be able to do at the end of each grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on what students should know and be able to do at each grade level to prepare for careers and college.</li> </ul>
<ul style="list-style-type: none"> <li>Includes specific examples of what students should know and be able to do (Evidences of Learning).</li> </ul>	<ul style="list-style-type: none"> <li>Each standard reflects what each student should know and be able to do, but does not provide explicit examples of student learning within the standards.</li> </ul>
<ul style="list-style-type: none"> <li>A few standards embedded within the GLEs that address reading and writing in content areas.</li> </ul>	<ul style="list-style-type: none"> <li>Includes standards for Literacy in History/Social Studies, Science, and Technical Subjects. *</li> </ul>
<ul style="list-style-type: none"> <li>While some technology is incorporated into reading and writing standards, there are separate state educational technology documents for Grades K–12.</li> </ul>	<ul style="list-style-type: none"> <li>Media and Technology are integrated throughout the standards. *</li> </ul>
<ul style="list-style-type: none"> <li>Includes a general overall statement about the role of text complexity in relation to the standards.</li> </ul>	<ul style="list-style-type: none"> <li>Includes explicit definitions of text complexity at each grade level.</li> </ul>
<ul style="list-style-type: none"> <li>Student goal setting and progress monitoring are specifically addressed in EALR 4 in reading, writing, and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Student goal setting and progress monitoring are addressed minimally in CCSS and embedded within other standards.</li> </ul>
<ul style="list-style-type: none"> <li>Writing GLEs have students write to multiple types of text.</li> </ul>	<ul style="list-style-type: none"> <li>Students write to three text types; with a strong emphasis on argumentative writing.</li> </ul>
<ul style="list-style-type: none"> <li>No appendices or text exemplars provided.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive appendices, including text exemplars as resources and annotated student writing samples.</li> </ul>

*\*See items 1 and 2 below.*

Two areas are worth noting in more detail regarding the Common Core State Standards for English language arts.

1. **Inclusion of standards for Literacy in History/Social Studies, Science, and Technical Subjects:** The Common Core State Standards create an explicit connection to English language arts for these disciplines that is embedded in the K–5 standards and specifically addressed for reading and writing in Grades 6–12. These literacy standards are meant to complement the specific content demands of the disciplines, not replace them. By including linkages between literacy and content areas, the Common Core State Standards help ensure students have the skills needed to read and write demanding informational and explanatory texts beyond high school. Specifically linking literacy skills to the content areas points out the necessity for students’ to be able to demonstrate their ability to:
  - Demonstrate an appreciation of the norms and conventions of each discipline, including an understanding of domain-specific words and phrases.
  - Demonstrate attention to precise details.
  - Evaluate intricate arguments.
  - Synthesize complex information.
  - Follow detailed descriptions of events and concepts.
  - Speak and write effectively to communicate with others while appreciating context, understanding their audiences, and knowing their purpose.
  - Gather sound and informed evidence.
  - Find their voices and more effectively partake in both face-to-face and virtual communities.
  
2. **Integration of media, technology, and research skills throughout the standards:** As described in the Common Core State Standards, students who are career and college ready use technology and digital media strategically and capably and employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to efficiently acquire useful information, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals. In addition, to be ready for college, workforce training, and life in a technological society, students will be required to demonstrate the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Because the need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum, research and media skills and understandings are embedded throughout the standards rather than treated in a separate section.

**Mathematics:** Table 2 illustrates the structural comparison between Washington’s Standards for mathematics and the Common Core State Standards for mathematics.

**Table 2: Structural Comparison of the Mathematics Standards**

Washington State Standards for Mathematics	Common Core State Standards for Mathematics
<ul style="list-style-type: none"> <li>Grades K–8, high school standards presented as Algebra 1/Integrated 1, Geometry/Integrated 2, and Algebra 2/Integrated 3.</li> </ul>	<ul style="list-style-type: none"> <li>Grades K–8, high school standards presented through six categories (including number and quantity, algebra, functions, modeling, geometry, and statistics and probability) of mathematics standards with additional standards denoted for students interested in STEM-related careers.</li> </ul>
<ul style="list-style-type: none"> <li>No appendices.</li> </ul>	<ul style="list-style-type: none"> <li>Appendix addresses the design of high school mathematics courses.</li> </ul>
<ul style="list-style-type: none"> <li>Contain core processes standards that address reasoning, problem solving, and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Contain “Standards of Mathematical Practices” that describe processes and proficiencies that teachers should seek to develop in their students.</li> </ul>
<ul style="list-style-type: none"> <li>Grade-level standards are broken into core content areas (such as place value and the base 10 system, addition and subtraction, and geometry), additional key content, and core processes.</li> </ul>	<ul style="list-style-type: none"> <li>Grade-level standards are broken into clusters of learning under several domains (such as operations and algebraic thinking, number and operations in the base 10 system, and geometry).</li> </ul>
<ul style="list-style-type: none"> <li>Standards are accompanied by explanatory comments and examples.</li> </ul>	<ul style="list-style-type: none"> <li>Standards have occasional examples in italics.</li> </ul>
<ul style="list-style-type: none"> <li>Each core area is preceded by a paragraph that integrates the learning intended in that group of standards.</li> </ul>	<ul style="list-style-type: none"> <li>Grade-level standards begin with opening paragraphs addressing the critical areas of focus for the year.</li> </ul>
<ul style="list-style-type: none"> <li>Technology is addressed in the front matter of the standards.</li> </ul>	<ul style="list-style-type: none"> <li>Technology is addressed as one of the Standards of Mathematical Practice.</li> </ul>
<ul style="list-style-type: none"> <li>Both sets of standards emphasize conceptual development, procedural proficiency and problem solving through mathematical processes and offer a balanced approach to learning mathematics.</li> </ul>	

### Alignment Comparisons

Once the Common Core State Standards were finalized in June 2010, states and a variety of national organizations conducted detailed comparative reviews of the Common Core State Standards with each state’s standards. One prominent [report](#) conducted by the Fordham Institute in June 2010 used a set of criteria for each subject area to examine and evaluate the rigor and clarity of the Common Core State Standards and each state’s content standards in relation to the Common Core. The overall “grade” that each set of standards received was based on a combination of scores for clarity and specificity, and for content and rigor. The Fordham analysis assigned a grade of B+ to the Common Core State Standards for English language arts and a grade of A- to the Common Core State Standards for mathematics. Washington received grades of C and A respectively for our state standards.

The 2010 Fordham review was one way to compare Washington’s standards to the Common Core. However in order to best serve Washington teachers and to respond to

the direction of the Legislature, OSPI conducted two types of detailed alignment analyses between the Common Core State Standards and the related Washington standards in summer 2010:

#### External Alignment Analysis

In June 2010, OSPI initiated an external alignment analysis project by contracting with Hanover Research. Hanover Research is a membership-based full-service research organization that provides custom research for a variety of states, school districts, institutions of higher education, and other non-profit and for-profit members across the United States and internationally. Washington's contract with them spanned the 2009 and 2010 years. Hanover Research produced two reports that analyzed the degree to which Washington's current standards align with the Common Core State Standards. These documents are:

1. *Alignment Analysis: Common Core and Washington State Mathematics Standards*
2. *Alignment Analysis: Common Core and Washington State Reading, Writing, and Communication Grade Level Expectations*

The Hanover analysis started with the Common Core State Standards and matched Washington standards to them. The front matter of each document provides an explanation of the methodology and results of this analysis. Content staff from OSPI provided input on clarity and navigation of the document, but intentionally did not provide judgment as to whether the Hanover analyses were accurate.

#### Washington Alignment Analysis

This review was conducted in August 2010 and was facilitated by OSPI which convened a group of Washington educators who have a deep understanding of Washington standards through their own teaching, their participation in past state-level standards and assessment leadership efforts, reviews of instructional materials, development of teacher endorsement competencies, and/or support of our state's most struggling schools. The results of the Washington Alignment Review resulted in two reports:

1. *Washington Alignment Analysis: Mathematics*
2. *Washington Alignment Analysis: English Language Arts*

The Washington Alignment Analysis started with Washington's current standards and analyzed the degree to which the Common Core State Standards matched to them.

The task of comparing two differently structured sets of academic standards is complex. Because of this, the methodology chosen for both comparative analyses used a rubric that took into account the possibility of multiple concepts within one standard matching to multiple standards. The closeness of the match between the Washington standard and the Common Core State Standard was rated on a single rating scale from 0–3 where a score of 0 indicated no match and 3 indicated a full match. To determine the grade-level timing (that is, whether the match of standards occurred on grade, or in earlier or later grade), a second rating was assigned.

It would be impossible to construct a one-to-one correspondence between these two analyses of Washington standards because the structures of the two sets of standards are different as well as the structures of the two analyses. The mapping direction (Washington standards to Common Core State Standards vs. Common Core State Standards to Washington standards) impacts the degree of alignment. In both the Hanover and Washington Alignment Analysis, a degree of subjectivity was needed to determine some of the rating scores or grade-level timing matches. The full results of the reviews are available online at:

<https://www.k12.wa.us/Corestandards/CompareReview.aspx>.

### “Rigor” Comparison

In addition to the detailed content comparison, the Legislature specifically asked OSPI to analyze the “comparative level of rigor and specificity of the standards”. The concept of “comparative levels of rigor” is a complex one as there are varying perspectives as to what makes one set of standards more “rigorous” than another. While it is important to compare standards-to-standards and standards to grade-level matches, it is also important to evaluate the standards as an entire K–12 learning experience.

In the aforementioned study conducted by the Fordham Institute (2010), scores were provided for each state’s standards on “content and rigor” as defined by, “The coverage of the subject is suitable, good decisions have been made about what topics to include, and nothing of importance has been overlooked. (No more than five percent of the content outlined in the subject-specific content expectations is missing.)” (p. 14). Regarding the comparison of Washington reading, writing, and communication standards with the Common Core English language arts standards, the judgment was that the Common Core State Standards are “superior” to Washington’s standards in terms of “content and rigor.” Fordham’s analysis of Washington mathematics compared to the Common Core State Standards for mathematics standards stated that it was “too close to call” whether one set of mathematics standards was more rigorous than the other.

In Washington’s analyses of our state’s standards compared with the Common Core State Standards, an indicator of rigor was the number of grade-level matches present in addition to comparing the two sets of standards side-by-side. That is, rigor was measured by whether a matched standard shows up earlier or later in one or the other set of standards. Another indicator of rigor in our analyses was the intentional integration and progression of content through the grades with a focus on career and college readiness.

With regard to Washington’s reading, writing, and communication standards compared with the Common Core State Standards for English language arts, grade-level timing was less of an issue than in mathematics (described below). While the percent of matches between the two sets of standards for Grades K–10 is strong, Washington standards provide more emphasis on student goal setting in reading and writing. Overall, the Common Core State Standards provide more rigor in the following areas:

- Addition of standards for Grades 11 and 12.
- Integration of content area subjects and shared responsibility for students’ literacy development.

- Greater focus on text complexity.
- Integration of research and media skills into the standards as a whole.
- Recognition that both content and skills are important.
- Articulation of a “staircase” of increasing complexity in reading, writing, speaking and listening.

In mathematics, given the high percent of matches we concluded there is a comparable level of rigor between the standards. Within the standards, there are examples where some expectations are introduced earlier in Washington standards than in the Common Core State Standards. However, conversely, there are also examples of expectations introduced earlier in the Common Core State Standards than the Washington State standards. Although there is balanced rigor between the two sets of standards, the Common Core State Standards for mathematics address additional STEM (Science Technology Engineering and Mathematics) standards for students interested in pursuing STEM-related careers. Washington’s standards do not provide these additional linkages.

One of the strengths of the Common Core State Standards in both English language arts and mathematics is that career and college readiness is explicitly defined as an expectation for all students. Including STEM standards in the Common Core State Standards does increase the rigor for students who are interested in STEM fields and sets clear and defining expectations in this area.

#### English Language Arts Comparative Analyses

Both comparative analyses found a relatively strong alignment present between Washington’s standards and the Common Core English language arts standards. Hanover’s overall alignment when comparing Washington’s standards for reading, writing, and communication to the Common Core State Standards for Grades K–10 was 85 percent, while Washington’s overall alignment when comparing the Common Core State Standards to Washington’s standards was 72 percent for reading, 83 percent for writing and 55 percent for communication, or 70 percent averaged overall for the three subject areas analyzed. Table 3 provides a snapshot of Washington’s Alignment Analysis that matched the Common Core State Standards for English language arts to Washington’s reading, writing, and communication standards.

**Table 3: Washington Alignment Analysis for English Language Arts: Common Core Matched to Washington Reading, Writing, and Communication Standards**

	<b>K–5 Grade Band: Total % Matched</b>	<b>6–10 Grade Band: Total % Matched</b>	<b>Grades K–10: Total % Matched</b>
<b>Reading</b>	61%	88%	72%
<b>Writing</b>	80%	86%	83%
<b>Communication</b>	51%	62%	55%

When reviewing gaps between the alignment of the Washington standards and the Common Core State Standards for English language arts, it is important to be familiar with Washington’s four broad Essential Academic Learning Requirement (EALRs) that overarch the standards in reading, writing, and communication. Table 4 outlines the four EALRs in these subjects.

**Table 4: Washington EALRs for Reading, Writing, and Communication**

	<b>Reading</b>	<b>Writing</b>	<b>Communication</b>
<b>EALR 1</b>	The student understands and uses different skills and strategies to read.	The student understands and uses a writing process.	The student uses listening and observation skills and strategies to gain understanding.
<b>EALR 2</b>	The student understands the meaning of what is read.	The student writes in a variety of forms for different audiences and purposes.	The student uses communication skills and strategies to interact/work effectively with others.
<b>EALR 3</b>	The student reads different materials for a variety of purposes.	The student writes clearly and effectively.	The student uses communication skills and strategies to effectively present ideas and one’s self in a variety of situations.
<b>EALR 4</b>	The student sets goals and evaluates progress to improve reading.	The student analyzes and evaluates the effectiveness of written work.	The student analyzes and evaluates the effectiveness of communication.

The review findings among all three subjects showed consistently strong alignment within the first three EALRs of each subject, while across the board, EALR four had weaker alignment results, with a match of 17 percent in reading, 30 percent in writing, and 19 percent in communication, as described in Table 5.

**Table 5: EALR Alignment Detail for Common Core State Standards as Compared with Washington’s Reading, Writing, and Communication Standards**

	<b>Percent of EALR 1 Matched</b>	<b>Percent of EALR 2 Matched</b>	<b>Percent of EALR 3 Matched</b>	<b>Percent of EALR 4 Matched</b>
<b>Reading</b>	88%	76%	61%	17%
<b>Writing</b>	92%	88%	89%	30%
<b>Communication</b>	58%	52%	90%	19%

Essentially, the Common Core State Standards had little equivalent to Washington’s standards—student goal setting, and analyzing and evaluating the effectiveness of work products—within EALR 4 for the three English language arts subjects. As pointed out in Hanover’s analysis, “Washington tends to emphasize student *process* in its standards. There are explicit standards, for example, which ask students to learn about and apply intercultural skills, as well as perform specific group-work activities. On the other hand, the Common Core tends to emphasize student *product* in its standards. There are explicit standards, for example, which ask students to create specific types of written and oral work [e.g., a research paper or a technology intensive presentation” (p. 7)].

Given the gaps found among the standards, adoption of the English language arts Common Core State Standards would not be intended to fully replace Washington’s communication standards. While the Common Core State Standards emphasize specific speaking and listening skills needed by all students, Washington’s communication standards have a much broader focus and are intended to be integrated into all subject areas so that students develop a strong understanding of, and appreciation for, the effect heritage and ethnicity have on communication. Specifically, Washington’s communication standards support students’ development of multi-cultural communication skills and interpersonal skills needed to work collaboratively, solve problems, and perform tasks. They also have explicit focus on culturally sensitive communications and guidance for students to evaluate their own communication style to improve intercultural communication. Together, both sets of standards would provide Washington students with the communication and speaking and listening skills they need to be career and college ready.

Mathematics Comparative Analyses

Overall both the Hanover and Washington State alignment reviews revealed a strong degree of alignment between the Washington’s mathematics standards and the Common Core State Standards. The analysis completed by Hanover found a total degree of alignment of 85 percent when reviewing how Washington standards match to the Common Core among Grades K–12. Washington’s alignment analysis found that 95 percent of the Common Core State Standards aligned to some extent with the Washington standards.

Neither the Hanover nor the Washington Alignment Analysis included a comparative review of the Common Core State Standards for “Mathematical Practices” in their approach as both groups of reviewers agreed that the organizational differences the Washington “core processes” and the Common Core State Standards of Mathematical Practices made the matching cumbersome and unproductive. Therefore, a direct comparison between the Washington’s mathematical core processes and the Standards for Mathematical Practice was not included in either review.

At the high school level, the high school courses were matched to the traditional pathway for mathematics courses as presented in Appendix A of the Common Core State Standards for mathematics. The traditional pathway was chosen for comparison because whether students in Washington take the traditional course pathway or the integrated mathematics pathway, the same standards are covered. While the specific course standards within the Common Core State Standards Appendix have not been agreed upon as the course standards that Washington would use for either pathway, the document did provide a basis for comparison of the high school mathematics standards. The Common Core State STEM Standards that are designed for students who will take advanced courses in mathematics were not addressed as Washington does not have standards specific to STEM.

Table 6 provides a snapshot of Washington’s Alignment Analysis that matched the Common Core State Standards for mathematics to Washington’s mathematics standards.

**Table 6: Washington Alignment Analysis for K–12 Mathematics: Grade Level Statistical Summary**

Grade Level	Total # of WA standards	CCSS Full Match (rating of 3)	CCSS Partial Match (rating of 2)	CCSS Weak Match (rating of 1)	CCSS No Match (rating of 0)	Total Percent Matched (rating of 1,2 or 3)	Percent Late, Partially Late or On Schedule	Percent Early, Partially Early
Kindergarten	16	9	3	2	2	88%	100%	0%
1st grade	29	20	5	0	4	86%	84%	16%
2nd grade	25	20	4	1	0	100%	84%	16%
3rd grade	27	21	3	1	2	93%	92%	8%
4th grade	33	21	7	3	2	94%	71%	29%
5th grade	30	21	5	3	1	97%	52%	48%
<b>K–5 Band</b>	<b>160</b>	<b>112</b>	<b>27</b>	<b>10</b>	<b>11</b>	<b>93%</b>	<b>79%</b>	<b>21%</b>
6th grade	31	23	5	1	2	94%	72%	28%
7th grade	27	17	5	4	1	96%	77%	23%
8th grade	25	17	6	2	0	100%	72%	28%
<b>6–8 Band</b>	<b>83</b>	<b>57</b>	<b>16</b>	<b>7</b>	<b>3</b>	<b>96%</b>	<b>74%</b>	<b>26%</b>
Algebra 1	32	27	4	0	1	97%	81%	19%
Geometry	29	8	11	8	2	93%	93%	7%
Algebra 2	28	18	6	3	1	96%	59%	41%
<b>HS Band</b>	<b>89</b>	<b>53</b>	<b>21</b>	<b>11</b>	<b>4</b>	<b>96%</b>	<b>78%</b>	<b>22%</b>
<b>Total</b>	<b>332</b>	<b>222</b>	<b>64</b>	<b>28</b>	<b>18</b>	<b>95%</b>	<b>77%</b>	<b>23%</b>

The grade-level timing of the aligned mathematics standards is one area that requires deeper analysis. Teachers would need to make modifications to their grade-level curriculum if the Common Core State Standards appear earlier than in current Washington standards. The table above indicates that there is strong congruence in grade-level timing, meaning that many topics are addressed at the same level in both standards.

However, there are a few notable exceptions. One of those is in fifth grade. Some geometry topics in Washington standards are moved to fourth grade within the Common Core State Standards. Also, all operations with decimals and fractions are covered in fifth grade in the Common Core State Standards, rather than just addition and subtraction as in Washington standards. Additional adjustments in the development of division, area, and volume topics cause further differences in this grade-level timing. It is important to note that the writers of the Common Core State Standards were intentional about deep development of number sense during the elementary grades and often delayed topics until a more mature treatment could be made.

While it will be important to develop materials and supports for navigating the types of changes described above, it is worth emphasizing that the results of both analyses show

that most of what a student from Washington State learns in mathematics during their K–12 experience is encompassed in the Common Core State Standards.

### **SURVEY RESULTS: SHOULD WASHINGTON MAKE ADDITIONS TO THE COMMON CORE STATE STANDARDS?**

One area of consideration for states when adopting the Common Core State Standards is whether or not it would be necessary to augment the standards with additional, state-specific standards. As a general guide, states may add up to 15 percent to the standards in order to maintain the integrity and overall intent of them. In October and November 2010, OSPI sought input through a statewide survey on whether or not Washington should make additions to the Common Core State Standards should they be adopted. In addition, the Center for Strengthening the Teaching Profession (CSTP) conducted a similar survey of National Board Certified teachers during that same time period. A summary of the full results of both surveys can be found in Appendix C.

#### OSPI Public Survey Results

The results of the OSPI public survey indicate that the 219 respondents were well-informed about the Common Core State Standards, respondents had expertise that evenly covered the field of mathematics, English language arts, a combination of the two, and other fields. Within the three areas of English language arts, relatively similar numbers of respondents claimed expertise in reading, writing, and speaking and listening.

A majority (53 percent) of those who answered the English language arts section of this survey thought the English language arts Common Core State Standards were complete as written and did not need additional content added to them. An additional 42.3 percent of respondents took the more pragmatic approach of “wait and see.” These respondents felt that Washington teachers should begin implementing the standards first and then decide if more should be added to them. There were eight people who felt that additional standards should be added to the English language arts standards. No general theme was discerned amongst these eight.

Similar percentages were found among those who answered questions around adding content to the Common Core State Standards for mathematics. Nearly 55 percent of the respondents did not think any additional mathematics content should be added to the Common Core State Standards. An additional 40 percent thought that waiting to make this decision was in the state’s best interest. As with English language arts, those who wrote comments, expressed that gaps in content would become apparent with use.

Smaller numbers in both subject areas expressed concerns about the speed of change and the stress it was causing in the field, the amount of professional development that was needed for implementation, and the need to meet the needs of diverse learners. In both subject areas about five percent of the respondents felt that the current Washington standards were superior to the Common Core State Standards and should not be replaced.

When given an opportunity to offer general comments, only a few general themes emerged. Nearly one-third wrote in support the Common Core State Standards and the focus it would give to the nation for collaboration, instructional materials, and practice.

### CSTP Survey Results

The Center for the Strengthening of the Teaching Profession (CSTP) conducted a separate survey that they created on the Common Core State Standards. Seventy-nine (79) National Board Certified Teachers (NBCTs) who comprise a larger group of NBCTs interested in providing input on state policy issues through the CSTP “Sounding Board” responded. Half of the teachers teach at the high school level and were teachers of English language arts and/or mathematics.

In general CSTP respondents were also well-informed about the standards. Respondents were given a list of potential benefits attributed to adopting the Common Core State Standards in both English language arts and mathematics and were asked to select whether they agreed, disagreed, or were unsure about each benefit. Overall there was strong agreement that the adoption of the Common Core State Standards would benefit Washington State students overall.

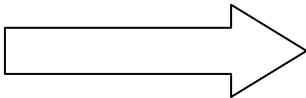
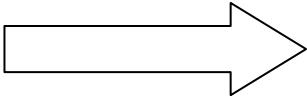
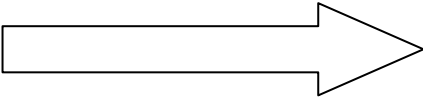
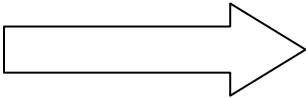
Most (89 percent) agreed that the Common Core State Standards establish a clear set of expectations for teachers and students. The same percentage agreed that the Common Core State Standards create goals for every grade, which are consistent and transparent to parents, students, teachers, and the public. Eighty-two (82) percent felt these new standards would encourage publishers and educational developers to align textbooks, digital media and instructional materials to common standards. Seventy-three (73) percent agreed that the Common Core State Standard make it possible for educators to work collaboratively, coast to coast, as they adapt and enrich common standards with learning activities and new best practices. Seventy (70) percent agreed that these standards would support the development of a unified, comprehensive and consistent assessment. Over half (63 percent) agreed that the Common Core State Standards would prompt policy changes necessary to support students and teachers towards teaching and learning goals. In a final question, three-quarters of the respondents agreed that the state should move forward with adoption and implementation of the Common Core State Standards.

## **ESTIMATED IMPLEMENTATION TIMELINES, ANTICIPATED COSTS, PROPOSED SUPPORT STRUCTURE**

### **Estimated Implementation Timeline**

Since the transition to new standards would involve a multi-year process, OSPI sought statewide input in fall 2010 that was framed around a sequence of phases. The foundation for the discussion was based on the assumption that the transition to new standards would culminate with statewide assessment of them in the 2014–15 school year (with piloting in 2013–14). Table 7 illustrates this estimated timeline.

**Table 7: Estimated Implementation Timeline**

	School Year				
	2010–11	2011–12	2012–13	2013–14	2014–15
<b>Phase 1:</b> Awareness and Understanding, Alignment, and Adoption					
<b>Phase 2:</b> Build Statewide Capacity, Collaboratively Develop and Align Resources and Materials					
<b>Phase 3:</b> Professional Development and Classroom Transition					
<b>Phase 4:</b> Statewide Implementation through the Assessment System (pilot in 2013–14; statewide assessment in 2014–15)					

Feedback revolved around consistent themes regarding state-level needs, as well as district-level activities necessary to transition to the Common Core State Standards. In this discussion, “state-level” is defined as OSPI and state partners, such as Educational Service Districts (ESDs) and other statewide stakeholder groups.

### **State-Level Activities Requested By Districts**

- Communication/Outreach Support:** District representatives stressed the importance of timely communications and outreach support throughout the transition. While school districts and other stakeholders are poised to support a possible transition, they reiterated the importance of having a variety of consistent communication materials that could speak to a variety of audiences, including parents, school boards, and community partners. Repeatedly mentioned across the state was the need for communication materials including a statewide

implementation calendar and regular email communication listservs. Throughout all communication efforts, it was recommended that information about the assessment system and any relevant adjustments to that system be integrated.

- **Implementation Planning Workgroups:** One of Washington’s trademarks of education reform is to include those impacted by change, especially educators and key stakeholders. In the transition, it will be important at the state-level to identify key workgroups to convene that consist of experts from throughout the state to advise and guide implementation efforts, and to assist in the development of materials. Such workgroups might include:
  - Content-specific Workgroups (that include school district and ESD curriculum leaders);
  - Bias and Sensitivity Workgroup;
  - Higher Education /Teacher Preparation Collaboration Workgroup;
  - Career and Technical Education Workgroup; and an
  - Assessment Support Workgroup;

While these are examples of important groups to convene, they are not new groups. This would be an opportunity to tap into existing state and regional workgroups for their input and expertise.

- **Standards Implementation Materials:** Many agreed that materials would be needed that range from hard copies of the standards themselves and common statewide professional development (navigational) materials, to deep standards “crosswalk” materials (e.g., a teacher’s guide to the standards). In addition to a grade-by-grade comparison of Washington standards to the Common Core State Standards, districts requested more specific “cross-walk” documents developed at the state-level and made available for districts to use when analyzing the alignment of their current curriculum and instructional guides. The workgroups referenced above would be instrumental in providing guidance for what materials are needed, and also in providing development support, if necessary.
- **Instructional Materials Alignment Support:** A valued resource that the state has provided school districts since 2003 has been to review instructional materials for their alignment with our state’s learning standards. Most recently this work was done for mathematics and science core and supplemental programs in 2008 and 2009, using funding resources provided by the Legislature during the 2007–09 biennium. Previous alignment work was also supported for the areas of reading and mathematics by the state Legislature. Districts have relied on the state to leverage resources and expertise from across the state to conduct these alignment reviews, given the costly nature (time and money) of conducting the reviews at the local level. It will be critical for the materials that school districts are using, as well as newly developed instructional materials, to be reviewed for their alignment with the Common Core State Standards. In addition, there is growing interest in the possibility of having high quality and aligned educational resources developed

and/or identified that could be made available to school districts at an affordable rate.

- **State/Regional Implementation Support Structure:** In order to ensure school district access to individuals proficient with understanding the content of the new standards in comparison with Washington standards, districts stressed the importance of having geographic proximity to these resources. The structure would include maintaining content expertise at each of the nine ESDs, as well as more intentional partnerships with content and curriculum experts within higher capacity school districts. Another structural support that would assist districts would be a statewide, regionally-based trainer-of-trainer sessions available for content leaders from districts and ESDs to participate in. Having the trainings regionally-based would allow for the costs to be lower to deliver training, and for more districts to be able to participate. Many individuals also liked the idea of having regional “lighthouse” districts and/or ESDs that could be accessed by districts needing support in this area.

In addition, it was broadly suggested to use available technology creatively to support the state with implementation. This could include K20 videoconferences, webinars, and other ways to reach broad audience of educators throughout the state. Employing a variety of implementation methods, would allow for professional development materials and support for learning about the standards to occur consistently across the state.

The input provided indicated that state-level communication and support for consistency and continuity of information is critical.

#### School District Activities Needed

While there is great diversity within each of Washington’s 295 school districts, a few themes surfaced in the feedback gathered regarding the types of activities each district would need to support when transitioning to new or revised learning standards. The types of activities described below are not different than the course districts take currently regarding changes in standards and providing professional development to teachers on subject-specific content and on new instructional materials.

- **School District Leadership / Alignment Teams:** To varying degrees, every school district will need to convene teams of their content and grade level teacher leaders to review district curriculum guides and teacher resources and to update them to align with the new standards. These groups would utilize state-developed materials, such as the crosswalks and instructional materials reviews to identify areas in which their existing materials need adjustment. These groups might also be involved in supporting the transition in other district infrastructure areas such as updating necessary technology and web-based resources, or informing revision of standards-based report cards.

- **Participation in State-Level Training Support:** In order to successfully build capacity throughout the state, it will be important for districts to identify key content leaders to participate in the state trainer-of-trainer events that would be hosted regionally. Districts with more content capacity could be identified as “lighthouse” districts for others with less capacity to partner with in supporting their teachers with the new standards.
- **Educator Training:** Support to English language arts and mathematics educators on learning and implementing the new standards is not a “one shot” opportunity. As districts currently train their teachers, it will be important to facilitate opportunities in an ongoing manner to support teachers with implementation. Districts are already exploring and utilizing creative ways to support their teachers to build their content knowledge. This work will need to continue.

### **Anticipated Costs of Implementation**

This section provides an overview of the anticipated costs related to state and district implementation activities described above, as well as a summary of the types of resources and funds currently available at the state and district levels that support implementation of our state’s learning standards. The state and federal funding sources described in this section provide a snapshot of the resources that may be currently utilized available to the state and district levels for this work. The snapshot is by no means exhaustive, as it does not include funds from sources that are unique to a region or school district but that could be used to support this work.

### State-Level Implementation Assumptions and Costs

Several funding assumptions were made that need to be summarized to explain how the approximate costs outlined in Table 8 were derived. In the context of the costs articulated in the table “state-level” refers only to OSPI and ESD costs for support implementing the state’s learning standards:

1. **State staffing capacity:** At OSPI, it is assumed that approximately 3.5 total FTE support implementation of the English language arts and mathematics standards. The costs encompass salaries, benefits, and operating costs for these employees. At the ESD levels, it is assumed that the current funding for the ESD mathematics coordinators (1.0 FTE per ESD) would be maintained. At a minimum, it is assumed that the current support for ESD literacy capacity would also be maintained (less than 1.0 FTE per ESD currently). In order to provide the same level of statewide infrastructure support for English language arts, additional resources would need to be identified to increase the minimum level of support in literacy to at least 1.0 FTE within each ESD. Other ESD-specific costs related to implementation are not captured in this analysis.
2. **Participation in state and regional collaboratives:** Costs related to continuing engagement in state collaborative facilitated by CCSSO are included as annual fees.

- 3. Coordination of implementation workgroups and trainer-of-trainer sessions:** Beginning in the 2011–12 school year (and even as early as spring/summer 2011 in some cases), it would be necessary to plan for approximately 20–30 state or regionally-supported workgroup meetings. It would also be critical to begin convening implementation planning workgroups early on. Two key groups may include a bias and sensitivity workgroup and a higher education workgroup. Additionally, the ESDs are poised with their current mathematics and literacy coordinators to begin the important content-specific work of compiling nationally-developed implementation support materials and to begin developing materials specific to the transition from Washington’s standards to the Common Core State Standards. Cost assumptions in this area also include the coordination of regional trainer-of-trainer sessions that would be hosted regionally, with the goal of reaching the approximately 16,500 English language arts and mathematics educators statewide. By focusing on content-specific K-12 educators first, the hope would be to build strong statewide capacity in order to reach the larger number of generalist educators (i.e., elementary teachers) within each district across the state.
- 4. Instructional materials alignment support:** As school district leadership teams begin analyzing their existing materials and curriculum guides for alignment with the Common Core State Standards, it will be important that a resource exists that reports on the alignment of the instructional materials currently used throughout the state with the standards, as well as the alignment of newly developed materials that would be available to districts for new purchases. The costs articulated in this area assume some type of state alignment work beginning in the 2011–12 school year, with most activity in this area culminating in 2012–13 and 2013–14 as published materials become more aligned with the Common Core State Standards. In addition, as the landscape of instructional materials that are available online to school districts changes in the coming years, it will be important to have a mechanism to ensure the materials are high quality and truly aligned with the standards.
- 5. Assessment system adjustments:** Beginning with the 2014–15 school year, it is assumed that the Common Core State Standards will replace Washington’s current K–10 reading and writing standards and Washington’s current K–12 mathematics standards in the state assessment system. It is assumed that funding from the US Department of Education to the SMARTER Balanced Assessment Consortium (SBAC) for developing a comprehensive assessment system based on the Common Core State Standards will be sufficient for all 31 participating states to support the development and piloting of the new assessment system. For Washington, participation in the SBAC will significantly reduce the per student cost of the assessment system from \$43 per student currently, to \$19–\$25 per student. By working with SBAC, member states will leverage the resources within the consortium to work through some of the assessment development activities while retaining control of the final implementation decisions that pertain to individual state’s long-term objectives and needs.

It is important to note that costs to update the state's assessment system have not been included in the estimated cost analysis due to Washington's participation in SBAC. Should the Common Core State Standards not be adopted, or be adopted in Washington after December 31, 2011, costs will be incurred by the state beginning in 2012–13 to update the assessment system. The following table provides an overview of the state-level activities and anticipated costs associated with implementation of the Common Core State Standards for English language arts and mathematics.

**Table 8: Anticipated State-Level Implementation Activities and Estimated Costs**

State-Level Activities (includes OSPI and ESDs)		Estimated State-Level Costs Per Fiscal Year				
		2010–11 (FY 11)	2011–12 (FY 12)	2012–13 (FY 13)	2013–14 (FY 14)	2014–15 (FY15)
<b>Phase 1:</b> Awareness and Understanding, Alignment, and Adoption <ul style="list-style-type: none"> <li>• Coordinate state and regional communication efforts</li> <li>• Support districts with communication materials</li> <li>• Conduct state comparisons</li> <li>• Convene state workgroups to conduct comparisons, bias and sensitivity reviews, develop crosswalk and implementation supports</li> <li>• Participate in state/regional collaboratives</li> </ul>	\$2.5 M total  \$2.5M * maintenance	\$3.4M total  \$2.9M * maintenance \$539K ** needed	\$3.6M total  \$2.9M * maintenance \$760K ** needed	\$3.8M total  \$2.9M * maintenance \$888K ** needed	\$3.8M total  \$2.9M * maintenance \$888K ** needed	
<b>Phase 2:</b> Build Statewide Capacity, Develop Resources and Materials <ul style="list-style-type: none"> <li>• Work with partners to develop state and regional support structures &amp; materials – deliver regionally-based Trainer-of-Trainer (TOT) sessions</li> <li>• Build, maintain regional content expertise / capacity</li> <li>• Review instructional materials for alignment</li> </ul>						
<b>Phase 3:</b> Deliver Professional Development and Classroom Transition <ul style="list-style-type: none"> <li>• Coordinate statewide delivery of professional development</li> <li>• Continue engagement with state / regional collaboratives</li> </ul>						
<b>Phase 4:</b> Statewide Implementation through the Assessment System <ul style="list-style-type: none"> <li>• Develop assessment items (funded through SBAC)</li> <li>• Pilot items in state assessment (funded through SBAC)</li> <li>• Administer statewide assessment system</li> </ul>						

**Notes:**  
 \* Maintenance funds include the assumption that current state and federal funds supporting implementation will remain.  
 \*\* Additional funds needed to support:  
 ✓ Increased English language arts capacity within nine ESDs  
 ✓ Scaling of statewide trainer-of-trainer sessions  
 ✓ Instructional materials alignment review support  
 (OSPI 2011–13 biennial budget request includes these items, however amounts above have been adjusted after further analysis.)  
 (There may be additional state, federal, and/or private funds that could be identified to address the additional funds needed.)

### State-Level Fund Sources

The following summary provides a snapshot of the types of state-level fund sources that are specifically available to OSPI for development, revision, and implementation support for the state's academic learning standards. Funds provided to the nine regional ESDs for the sole purpose of content-specific instructional support in the areas of English language arts and mathematics are also included. The state and federal funding amounts outlined below for the nine regional ESDs is not inclusive of any other state, federal, or private funds that each ESD may receive.

- **State Assessment Budget (state budget proviso):** While the majority of the state's assessment funds go to development and administration of the assessment system, development and maintenance of the state's academic learning standards is critical in the effort. In addition to assessment activities related to item development and piloting, a very small portion of the state's assessment funds support the staffing for and development, revision, and implementation of our state's learning standards. In the English language arts and mathematics subject areas, approximately 3.25 total FTE within the agency are supported by these funds for this work. Approximately \$150,000 annually is available to utilize for standards support and implementation efforts in the English language arts and mathematics subject areas. One thing that is important to note with regard to these funds, is that their use must solely be on the development, revision, or support to train teachers on the state's learning standards. We have historically been unable to use these funds to support the state's instructional materials review of curricular material for their alignment with state standards. Up until the 2009 fiscal year, separate state funds were provided for reviewing instructional materials alignment.
- **State Funding for Regional Mathematics Coordinators (state budget proviso):** Beginning in the 2007–09 biennium, funds (approximately \$1.6 million/year) were provided directly to the state's nine ESDs to hire full-time mathematics coordinators to support mathematics instructional efforts in each region. A primary goal for these coordinators has been to support statewide mathematics efforts including providing professional development to school districts and teachers for implementing the 2008 revised mathematics standards, and support to districts to review their instructional materials for alignment with the state's standards. One key area of support the coordinators have provided is support in each region for "like user" groups, that is collaborations among schools using similar instructional materials. This has been a valued support to schools in identifying and supporting areas of weakness within their existing materials. The core of support that these coordinators have provided is critical to continue given the limited staffing capacity at OSPI.
- **Title II, Part A, Teacher and Principal Quality (federal):** Of the state's total allocation of federal Title II, Part A funds, 2.5 percent of the funds are used for state-level activities. These activities range from supporting reform in teacher and principal certification to providing professional development and technical

assistance to teachers and principals. Historically \$450,000 of state Title II, Part A funds have been used to provide statewide literacy support within each of the nine regional ESDs to support (less than 1.0 FTE per ESD). Additionally, approximately \$60,000 per year has been available to OSPI to coordinate and deliver professional development supports in literacy in conjunction with the ESD literacy teams. When considering implementation of the Common Core State Standards, this will be a critical funding source to support implementation of the standards.

- **Title II, Part B, Math Science Partnership Grant Funds (federal):** Washington receives approximately \$2.5 million per year in federal Math Science Partnership funds. Of this amount, approximately five percent is available at the state level to support professional development and evaluation efforts within the program. In addition, a potential area of support this program could provide would be fund for a sub-grant to a partnership (school district/s with a higher education partner) focused on developing implementation support materials and professional development that is based on the Common Core State Standards for mathematics.
- **School Improvement Grant Funds (federal):** While the primary purpose of the state-level federal School Improvement Grant funds is to provide a strong foundation of state support to the districts in improvement, a major effort is made with these funds to develop and delivery professional development. The expertise and capacity within the state’s school improvement office is critical in supporting strong implementation efforts for the state’s standards in mathematics and English language arts.
- **SMARTER Balanced Assessment Consortia (SBAC) Supplemental Grant Funds (federal):** The SBAC received a supplemental award of \$15.8 million to specifically support transitional activities for states related to implementation of the Common Core State Standards in addition to the base development award of \$160 million. Activities funded through this award that would support state implementation activities include development of model professional development and instructional modules based on the standards, as well as support to train teachers within each state on the standards and assessment system. Currently Washington would receive approximately \$250,000–\$300,000 to support statewide implementation efforts over the next four years.

#### School District Implementation Assumptions and Costs

While at the district level it is difficult to identify the exact costs to school districts for each fiscal year due to the variance in fiscal capacities of districts statewide, the activities described earlier in this section provide a starting point for making cost assumptions and estimations. At the school district level there are several funding assumptions that need to be summarized to explain how the approximate costs outlined in Table 9 were derived. The costs assumptions summarized below encompass

activities related to implementation of both the English language arts and mathematics Common Core State Standards in all 295 of our state's school districts.

1. **School district staffing capacity:** It is assumed that across all 295 school districts there is some degree of school district level support around curriculum and instruction. For the purpose of identifying district cost, the assumption was made that this district level staffing currently exists and is approximately 1.0 FTE per school district with some districts having more staffing in this area and some having less.
2. **School district leadership / alignment teams:** It is assumed that all school districts (to varying degrees) would need to convene small groups/committees of grade level content leaders who would be involved in the activities that would include alignment of district curriculum/content guides using state crosswalk materials, and developing the sequence of training needed to support all English language arts and mathematics educators in the district. For this exercise, it assumed that teams of approximately ten school district teacher/content leaders would be convened in each district (some districts would have more, some less) for up to approximately eight total days (includes both English language arts and mathematics leadership teams). Estimated costs assume that approximately 75 percent of districts would take on this activity in the 2011–12 school year with 25 percent of school districts doing so in the 2012–13 school year.
3. **School district participation in trainer-of-trainer sessions:** School district participation in the state and regionally-based professional development on the standards will be critical. Costs associated with school district participation in these efforts are assumed within the state-level cost estimates articulated in Table 8.
4. **Educator training on the standards:** It is assumed that all school districts will develop plans to train their teachers and paraprofessionals on the Common Core State Standards. While districts have varied ways they approach providing professional development to teachers (some embed content training into current release days, others provide opportunities during the summer or on weekends), the cost assumptions in this areas assume that districts will have some level of costs related to staffing and substitute reimbursements. The assumptions include approximately six days per subject area (12 days total per year) beginning in 25 percent of districts in the 2012–13 school year, moving to 50 percent of districts in 2014–15, and with the remaining 25 percent conducting training in 2014–15. It is important that districts factor this type of training as an ongoing need and frequently embed it throughout district-supported professional development in a cyclical basis.
5. **School district instructional materials purchases:** For materials costs, the precise amount required by local districts cannot be determined given the great variance among districts regarding their instructional materials purchasing and

adoption cycles. The costs for districts to purchase aligned instructional materials will depend on the extent in which existing instructional materials are aligned with the new standards, thus dictating whether new instructional materials need to be purchased or if existing materials can be supplemented, and the extent to which supplementary materials will be available online at low or minimal costs.

The following table provides an overview of the school district-level activities and anticipated costs associated with implementation of the Common Core State Standards for English language arts and mathematics.

**Table 9: Anticipated School District Implementation Activities and Estimated Costs**

School District Activities		Estimated School District Costs Per Fiscal Year				
		2010–11 (FY 11)	2011–12 (FY 12)	2012–13 (FY 13)	2013–14 (FY 14)	2014–15 (FY15)
<b>Phase 1:</b> Awareness and Understanding, Alignment, and Adoption	<ul style="list-style-type: none"> <li>• Buld awareness with key stakeholder groups</li> <li>• Convene district leadership teams to develop/align necessary curriculum guides and other necessary materials</li> <li>• Compare “crosswalks” with current district curricula and materials</li> </ul>	\$25.3M	\$29.6M	\$35.1M	\$41.8M	\$33.7M
<b>Phase 2:</b> Build Statewide Capacity, Develop Resources and Materials	<ul style="list-style-type: none"> <li>• Send district and teacher content leaders to participate in state TOT (costs assumed in State Actions)</li> <li>• Align system to standards (leadership, currilcum, assessments, instructional practices, parent communication, report cards)</li> </ul>	Includes: ✓ District staffing only	Includes: ✓ District staffing ✓ Leadership teams (75% of districts)	Includes: ✓ District staffing ✓ Leadership teams (25% of districts) ✓ Educator training (25% of districts)	Includes: ✓ District Staffing ✓ Educator training (50% of districts)	Includes: ✓ District staffing ✓ Educator training (25% of districts)
<b>Phase 3:</b> Deliver Professional Development and Classroom Transition	<ul style="list-style-type: none"> <li>• Ensure all English language arts and mathematics educators receive necessary training</li> <li>• Teachers begin teaching standards</li> <li>• Purchase new / supplement existng instructional materials</li> </ul>	<b>Note:</b> 1. The added costs for aligned instructional materials if the CCSS are adopted are currently indeterminate. These costs will depend on: ✓ The extent in which existing instructional materials are aligned with the new standards, thus dictating whether new instructional materials need to be purchased or if existing materials can be supplemented. ✓ The extent to which supplementary materials will be available online at low or minimal costs. 2. In 2007-08 districts spent an average of \$122 per student in their purchase of new instructional materials and/or to maintain necessary consumables for English language arts and mathematics.				
<b>Phase 4:</b> Statewide Implementation through the Assessment System	<ul style="list-style-type: none"> <li>• Participate in limited state pilot (FY 14)</li> <li>• Participate in statewide assessment system (FY15)</li> </ul>					

## School District Fund Sources

In terms of the fund sources available at the school district level to support implementation of the standards, districts utilize funds from varied sources to provide professional development to teachers and paraprofessionals focused on content and instruction. Although significant state funds were provided statewide to districts during the 2007–09 biennium for math and science professional development for select elementary and middle school teachers, historically and currently it is up to districts to determine the focus of teacher professional development and to budget their existing resources accordingly.

The following summary provides a snapshot of the state and federal resources that districts have access to that may be used to varying degrees for providing professional development to teachers in the areas of English language arts and mathematics:

- **Basic Education Funding (state):** These funds are provided through a formula to school districts based on their student enrollment. Each district has the flexibility to utilize and distribute the funds as necessary to meet their local needs related to implementation of the state’s Basic Education Act. Basic Education funds are used to varying degrees by districts to provide professional development to teachers on the state’s learning standards. Within each school district’s Basic Education funding, an amount is allocated specifically for “materials, supplies, and operating costs” (MSOC). MSOC funds support curriculum and instructional materials purchases (initial purchases/adoptions and continuing maintenance), professional development for certificated and classified staff, utilities, technology, and other general operational costs. The amount of MSOC funds that school districts receive is generally dependent on their total student enrollment each year. The amount allocated within the MSOC formula has historically under-supported instructional materials. As such, districts often use levy funds or other more flexible local funds when adopting or updating instructional materials. As of the 2007–08 school year, the state provided approximately \$57 per student for curriculum materials and textbooks, supporting an almost 18-year adoption cycle. In that same year, school districts reported spending almost \$122 per student for instructional materials (as reported in the 2007–08 OSPI Non-Employee Related Costs Survey). Under House Bill 2776 from 2010, beginning with the 2011–12 school year districts will receive additional funds for curriculum replacement on a six year cycle once it is fully funded by the 2015–16 school year. This will increase the amount school districts receive over the next four years to \$122 per student for instructional materials and almost \$19 per student for professional development (with necessary adjustments for inflation). The total overall MSOC allocation, once fully funded, will increase from \$517 to \$1083 per student (with adjustments for inflation). It is important to note that while the MSOC allocation provides a dollar figure for professional development and instructional materials, districts may choose how they distribute the funding among the MSOC categories. The Governor’s proposed biennial 2011–13 operating budget (House Bill 1087) allows for this increase to begin starting with the 2011–12 school year. While this funding level

may not fully meet the needs of all districts, combined with other sources, it is a significant resource to be considered in supporting implementation of standards.

- **Title I (federal) and Learning Assistance Program (LAP, state):** These funds are available to districts with high percentages of students in poverty and then allocated to buildings within the district based on their student populations. Generally, the funds are meant to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, as well as special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum. A portion of Title I and LAP funds may be used to specifically provide professional development to teachers. The amount of Title I set-aside funds for professional development that school districts receive currently ranges from \$0 to \$180,000. This amount ranges from \$10,000 to \$1.8 million for individual school districts identified for improvement. These districts are required to set-aside 10 percent of their total Title I, Part A funding for professional development. There are specific requirements under the Elementary and Secondary Education Act on how these funds must be used.
- **Title II, Part A, Teacher and Principal Quality (federal):** Approximately \$45 million per year is provided to school districts in Washington through a formula allocation based on the percentage of students with family incomes below the poverty line. Title II, Part A allocations for the 2010–11 school year range from \$634 in small districts like Starbuck School District (25 students) to \$235,500 in a medium district like East Valley (Spokane) to \$3.2 million in the state’s largest district, Seattle School District (46,522 students). These funds are available for districts to use based on a comprehensive self needs assessment that is meant to identify the subject matter knowledge and teaching skills needed to provide students with the opportunity to meet state student academic achievement standards. While specific local use of these funds is not dictated by the state, districts must submit a comprehensive and collaborative plan and annual performance reports in order to access and use Title II, Part A funds. The funds are specifically meant to offer LEAs the flexibility to design and implement a wide variety of activities that can promote a teaching staff that is highly qualified and able to help all students through activities such as staff professional development and/or class size reduction. In their comprehensive plan for these funds, districts indicate whether they will use them for professional development or class size reduction. In the 2010–11 school year, approximately 235 school districts are using their funds to focus on professional development.
- **School Improvement Grant Funds (SIG, federal):** Our state’s lowest performing schools are also eligible to receive significant funding and professional development support to implement wide-scale change efforts within their buildings. Depending on the school’s area of focus, a portion of the district’s SIG funds may be used to support staff with professional development and

building staff expertise in mathematics and/or literacy. During the 2010–11 school year, 18 schools in nine school districts received a total of \$18.9 million.

- **Title II, Part B, Math Science Partnership Grant Funds (federal):** Washington receives approximately \$2.5 million per year in federal Math Science Partnership (MSP) funds. Each year approximately \$2 million is sub-granted out to partnerships that consist of school districts and institutions of higher education. The primary purpose of the program is to improve the content knowledge of mathematics and/or science teachers in order to increase the achievement of their students. These improvement efforts are designed, implemented, and evaluated by strong partnerships between college and university faculty, high-need school systems, and other qualifying partners. In the 2009–10 year, about half of Washington’s ten MSP projects focused on developing and delivering mathematics professional development to teachers. More than 600 teachers received high quality professional development in mathematics through MSP projects. As such, this fund source has considerable opportunity to develop content and delivery systems that could support statewide professional development assistance for the implementation of mathematics standards.

In summary, it is clear that there are many untapped opportunities for leveraging and coordinating our state’s financial resources. While collaboration will clearly be essential when developing and delivering support to teachers for learning about and using the standards, an even broader level of collaboration will need to occur among state and district curriculum, assessment, administrative, and fiscal leaders. At all levels of our educational system (state, regional, district, local), conversations will need to occur around the parameters of current and available funding streams and how they might be used in support of standards implementation. It will be critical for the state and school districts to create cross-sectional “implementation teams” that focus on the critical needs at each level and that identify resources that can support those needs. At the state level, it will be important for OSPI to have a common message about the potential and allowable uses of available state and federal funds that could support implementation of standards.

### **Proposed Statewide Implementation Support Structure**

Since the revision of our state’s mathematics standards in 2008, OSPI has worked with key statewide partners to establish a state and regional structure for supporting implementation of statewide initiatives. The goal with this structure is to ensure that each Washington educator will have an equitable opportunity over time to receive high quality, consistent support for transitioning any given initiative into classroom practice. In this case, the goal is that teachers throughout each of our 295 school districts received high quality support for implementation of the Common Core State Standards and their application to curriculum, instruction and assessment.

From the start of the Common Core State Standards Initiative, there has been considerable interest within our state from educational stakeholder groups beyond content-specific experts and professional development providers. Organizations such as the Washington State Parent Teacher Association and School’s Out Washington have

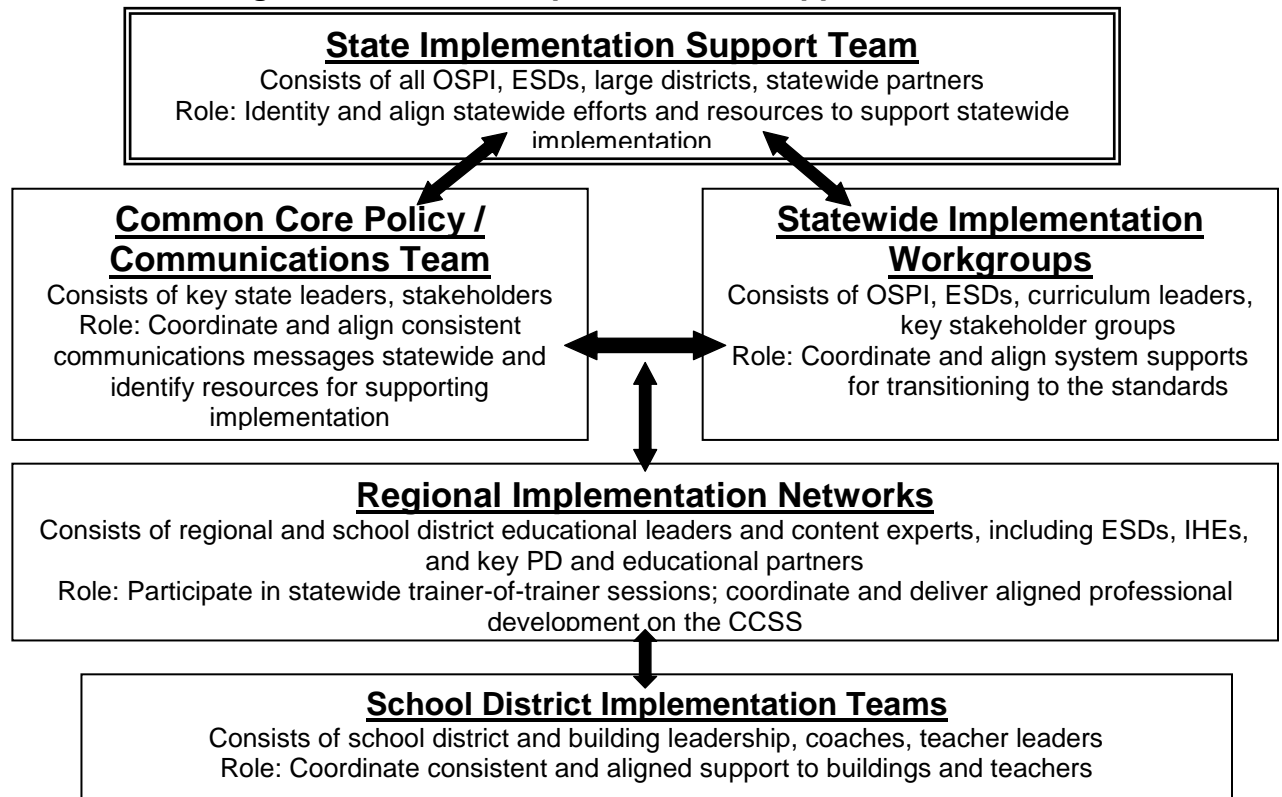
been ready and willing implementation partners from the beginning. As described above, Washington has a strong and emerging structure that could effectively support the transition to the Common Core State Standards. Additionally by utilizing the mathematics coordinators in each of the nine ESDs, OSPI and the ESDs have established a closely coordinated system for providing support to school districts for implementing state mathematics initiatives. These coordinators were critical in the roll-out and ongoing professional development support of the 2008 revised mathematics standards, and they continue to be critical regional supports for ensuring school districts across the state receive timely, accurate, and consistent information and support in this area.

OSPI and ESD leadership have committed to coming together to form the core of a statewide implementation leadership partnership to establish a foundation of equitable educational supports for school districts across the state. While OSPI and the ESDs are critical leaders in establishing and maintaining a strong implementation infrastructure, other key stakeholder must be engaged from the beginning of this effort. One way to systematically engage the necessary groups will be through the statewide implementation planning workgroups described earlier in this report. These workgroups might include:

- Content-specific Workgroups (representatives from school districts, ESDs, state content leadership groups).
- Bias and Sensitivity Workgroup (representatives from school districts, the state's achievement gap oversight and accountability commission, higher education, community, and parent groups).
- Higher Education/Teacher Preparation Collaboration Workgroup (representatives from colleges and universities involved in pre-service teacher preparation).
- Career and Technical Education Workgroup.
- Assessment Support Workgroup.

The following graphic provides a visual representation of this support structure.

## Washington's Statewide Implementation Support Network:



Ongoing and frequent communication and feedback would be necessary to facilitate efficient functioning of this structure. In addition to in-person coordination, technology and online collaboration venues would be critical for supporting the sharing of professional development materials, teacher resources, and best practices. Since this structure is not content-specific, once fully realized, it could be a strong mechanism to support implementation of any statewide initiative needing to reach all 295 districts.

### **ADDITIONAL INPUT**

Although specific input was gathered from educators and stakeholders about what would be needed to implement the Core State Standards, input and concerns were also shared regarding the initiative itself and whether or not it is in Washington's best interest to adopt the standards. The following table provides a summary of concerns expressed and responses to those concerns.

Stakeholders in Washington are generally pragmatic in recognizing that while there are clear challenges and concerns related to the adoption of the Common Core State Standards (such as the timing related to recent revision of Washington's K–12 mathematics standards), they also recognized the compelling opportunities offered through state adoption and continued involvement in the initiative and the SBAC. Table 10 provides an overview of specific concerns expressed and responses to those concerns.

**Table 10**

<b>Concerns about the Common Core State Standards Initiative and Responses</b>	
<b>Concerns Expressed</b>	<b>Responses</b>
<p>New standards are <b>unnecessary</b> for Washington.</p> <ul style="list-style-type: none"> <li>• Educators are experiencing “standards fatigue” from the speed of change in our system overall</li> <li>• Current WA mathematics standards are more clear than the CCSS</li> </ul>	<ol style="list-style-type: none"> <li>1. Washington’s reading, writing, and communication standards have not been revised since they were developed in the early 2000’s.</li> <li>2. While Washington’s mathematics standards were recently revised in 2008, based on analyses conducted, the CCSS are very similar, with key mathematical content present across Grades K–12.</li> <li>3. The CCSS will produce “economies of scale” that will result in more widespread alignment of instructional materials, professional development, and assessment systems.</li> </ol>
<p>Adopting and implementing new standards is <b>too expensive</b>.</p> <ul style="list-style-type: none"> <li>• State funding for state and local implementation is limited</li> <li>• Districts recently spent considerable resources on new mathematics instructional materials</li> </ul>	<ol style="list-style-type: none"> <li>1. The CCSS will produce “economies of scale” that will result in opportunities to leverage and blend resources (fiscal and content expertise) at local, regional, state, national levels, and that will decrease the costs of “going-it-alone” with different state standards.</li> <li>2. Newly purchased instructional materials in both subjects are likely to align well with the CCSS – there will be more aligned and consistent support for this on a larger scale. If adoption of the CCSS does not take place school districts will continue to need to purchase and/or develop supplemental materials.</li> <li>3. There will be increased alignment between K–12 expectations and college entrance expectations, which may result in fewer financial resources going to support student remediation.</li> </ol>
<p>Adopting the CCSS will be a <b>loss of “local control”</b>.</p>	<ol style="list-style-type: none"> <li>1. Educators and stakeholder (parents and community members) will continue to be engaged through statewide implementation planning workgroups.</li> <li>2. Should concerns be found in the substance of the standards, Washington will be around the table to inform future revision of the CCSS.</li> <li>3. If Washington chooses to do so, additional standards may be added to include critical knowledge and skills unique to Washington State.</li> </ol>
<p>The CCSS are “<b>untested</b>”.</p> <ul style="list-style-type: none"> <li>• No student data supports that they will work</li> </ul>	<ol style="list-style-type: none"> <li>1. The CCSS were developed using a strong research and evidence base building on the strengths and lessons of current state standards, and standards from countries around the world.</li> <li>2. Comprehensive assessment systems will be developed (SBAC) to provide a wrap-around system of support for teachers and student in implementing the standards.</li> </ol>
<p>The CCSS <b>lack of connection for students of color</b>.</p>	<ol style="list-style-type: none"> <li>1. By engaging a bias and sensitivity workgroup to review the standards, culturally relevant implementation and support strategies for all students in Washington will be identified and developed.</li> <li>2. This and other implementation planning workgroups will consider whether additional content standards are necessary to add.</li> </ol>

**Concerns about the Common Core State Standards Initiative and Responses**

<b>Concerns Expressed</b>	<b>Responses</b>
<p>The CCSS <b>do not support mobile students and teachers.</b></p> <ul style="list-style-type: none"> <li>Washington has had its own “common” state standards for years and there are still large variances from district to district.</li> </ul>	<ol style="list-style-type: none"> <li>The CCSS have been adopted by over 40 states. They will make it easier for mobile students and teachers moving in and out of Washington State. According to data gathered by the Alliance for Excellent Education in 2010, in 2006 approximately 24,563 school-aged children moved to Washington from another state and about 23,048 students moved from Washington to another state.</li> <li>Adopting the CCSS offer widespread efficiencies for districts and states to support strong and consistent implementation, especially in the area of aligned instructional materials.</li> </ol>
<p>Adoption will cause “<b>continued chaos</b>” for school districts in the transition among standards and assessments</p>	<ol style="list-style-type: none"> <li>The CCSS would not be assessed statewide until the 2014–15 school year. This will allow for a three-year transition period between adoption of the standards and when they will initially be assessed.</li> </ol>

## IV. CONCLUSIONS: CONCERNS AND OPPORTUNITIES

As a result of the analyses and input described throughout this report, OSPI offers the following specific recommendations as next steps for Washington related to the Common Core State Standards initiative:

1. **Formally adopt the Common Core State Standards for English language arts and mathematics in 2011 and remain engaged as a governing state with the SMARTER Balanced Assessment Consortium (SBAC).** Formal adoption will allow Washington educators to remain engaged in regional and state coordination in developing systematic and supportive implementation supports.
2. **Engage Washington educators and stakeholder groups to develop a multi-faceted statewide communication, outreach, and implementation planning process.** This will include identifying and convening key “implementation planning workgroups”. The first of which should be a Bias and Sensitivity Review Committee and content-specific workgroups to begin identifying key components needed for our state as part of implementation.
3. **Conduct further analysis regarding funding needed for school district instructional materials purchases.** While state funding to districts for instructional materials is scheduled to increase over time beginning with the 2011–13 biennium, the total amount needed cannot be determined until alignment reviews are completed and an analysis of what core instructional materials school districts are using is conducted. Additionally, the availability of high quality, aligned, and affordable instructional materials is unknown, but this emerging landscape will likely be a factor for districts in the amount of funding needed to maintain instructional materials aligned with the Common Core State Standards.

Once the Common Core State Standards are adopted, it will be critical for Washington to proceed carefully and to be mindful of the concerns shared by stakeholders in our state. For our state and the 44 others that have already adopted the standards, these standards represent a starting point and not the “end” for effective and systemic educational support of our students and teachers. This support will lead to significant “economies of scale” that will result in aligned professional development and instructional materials; more consistency for mobile students and teachers; and higher expectations for all students. While there are legitimate concerns, the reasons for our state to move forward with adoption outweigh the concerns presented. The opportunities the standards present for students and teachers throughout our state and country cannot be ignored.

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## VI. APPENDICES

### APPENDIX A: COMMON CORE LEGISLATIVE LANGUAGE, MARCH 2010

Engrossed Second Substitute Senate Bill 6696 (E2SSB 6696)—2010 Session Law  
(Signed by Governor 3/29/10)

#### **COMMON CORE STANDARDS**

##### **NEW SECTION. Sec. 601.**

A new section is added to chapter 28A.655.

RCW to read as follows:

1) By August 2, 2010, the superintendent of public instruction may revise the state essential academic learning requirements authorized under RCW 28A.655.070 for mathematics, reading, writing, and communication by provisionally adopting a common set of standards for students in grades kindergarten through twelve. The revised state essential academic learning requirements may be substantially identical with the standards developed by a multistate consortium in which Washington participated, must be consistent with the requirements of RCW 28A.655.070, and may include additional standards if the additional standards do not exceed fifteen percent of the standards for each content area. However, the superintendent of public instruction shall not take steps to implement the provisionally adopted standards until the education committees of the House of Representatives and the Senate have an opportunity to review the standards.

(2) By January 1, 2011, the superintendent of public instruction shall submit to the education committees of the house of representatives and the senate:

- (a) A detailed comparison of the provisionally adopted standards and the state essential academic learning requirements as of the effective date of this section, including the comparative level of rigor and specificity of the standards and the implications of any identified differences; and
- (b) An estimated timeline and costs to the state and to school districts to implement the provisionally adopted standards, including providing necessary training, realignment of curriculum, adjustment of state assessments, and other actions.

(3) The superintendent may implement the revisions to the essential academic learning requirements under this section after the 2011 legislative session unless otherwise directed by the legislature.

## **APPENDIX B: SUMMER AND FALL 2010 OSPI OUTREACH ACTIVITIES**

The following activities were key during the summer and fall of 2010 to gathering information detailed within this report:

- Conducted comparative analyses of the Common Core State Standards as compared with Washington State standards (July and August 2010);
- Created the Washington Common Core State Standards web site to provide current information and responses to frequently asked questions regarding the standards
- Convened statewide workgroup to review final standards and begin providing input on what supports school districts and teachers would need to implement the standards, including potential costs (August 2010, 100+ participants). Participation was expanded beyond the initial work group to include broader representation from content stakeholder and minority groups;
- Conducted two statewide informational webinars in September and October (both available online at: <http://www.k12.wa.us/Corestandards/default.aspx>) (250 participants)
- Provided opportunities for the public to learn about and provide input through the following:
  - Five public forums conducted throughout October in Spokane, Vancouver, Shoreline, Tacoma, and Yakima (approximately 185 attendees);
  - Statewide survey about whether content should be added to the standards should Washington officially adopt them (OSPI public survey open October–November 2010, 219 responses);
- Conducted work sessions to share information and gather input on implementation needs / efforts with the following groups of educators and stakeholders statewide (approximately 350+ participants):
  - School district curriculum leaders and members of the state Curriculum Advisory and Review Committee representing all nine Educational Service Districts (ESD), including the mathematics and literacy coordinators based within each ESD
  - Representatives from Washington Education Association leadership
  - School district curriculum and assessment leaders who attended the Washington Education Research Association (WERA) and Washington State Association of Supervisors of Curriculum Development (WSASCD)
  - Members of the Achievement Gap Oversight Committee and OSPI's Dream Team
  - School's Out Washington
  - Additional content-specific workgroups as necessary.

## **APPENDIX C: OSPI AND CSTP SURVEY RESULTS**

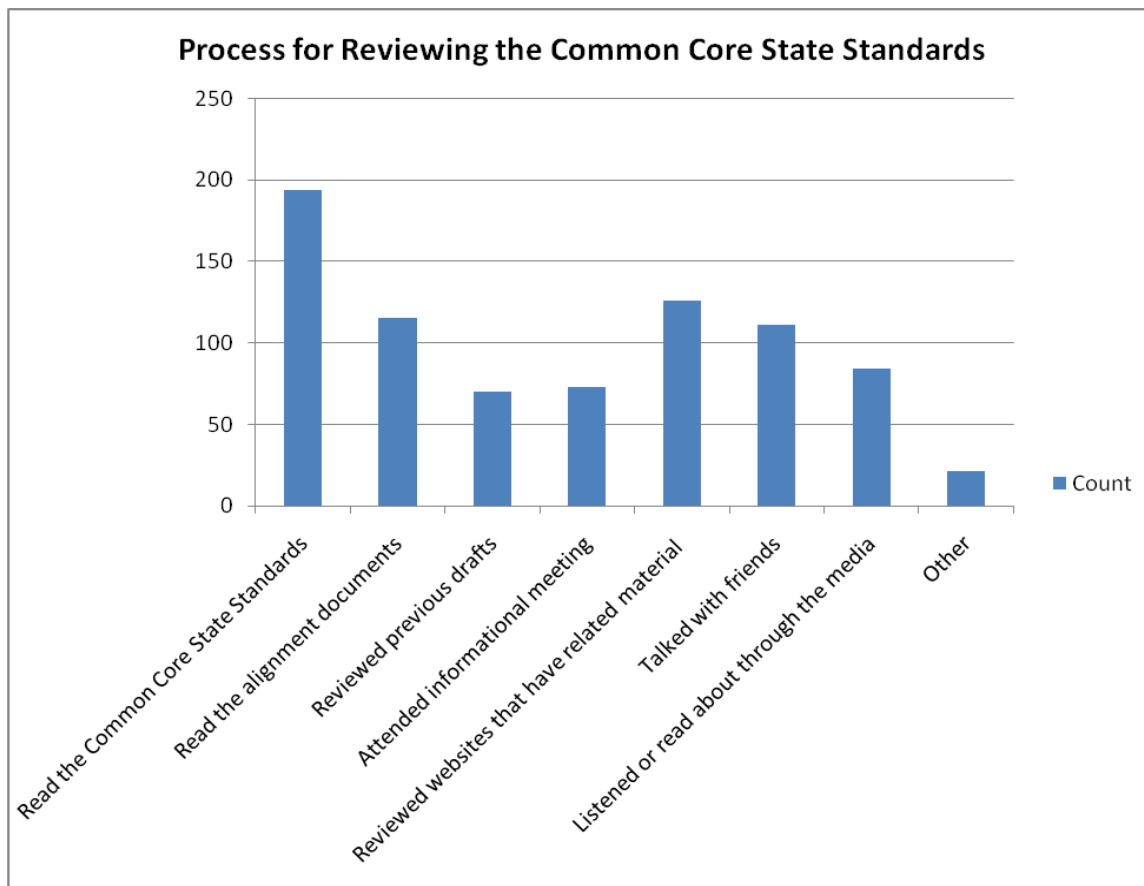
### **Section One: OSPI Public Survey Results**

Compiled in this report are the results of the OSPI public survey asking for input on whether content should be added to the Common Core State Standards that would be specific to Washington State standards. The specific questions asked and the responses given are presented below.

#### **Part One: Expertise**

**What process did you go through to review the Common Core State Standards?**

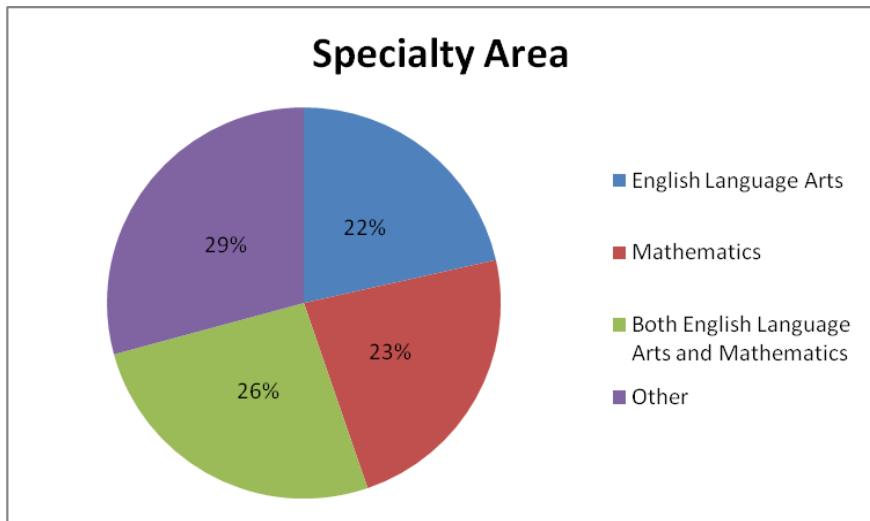
<b>Process for Reviewing</b>	<b>Count</b>	<b>Percent</b>	<b>Statistics</b>	
Read the Common Core State Standards	194	88.6%	Total Responses	219
Read the alignment documents	115	52.5%		
Reviewed previous drafts	70	32.0%		
Attended informational meeting	73	33.3%		
Reviewed websites that have related material	126	57.5%		
Talked with friends	111	50.7%		
Listened or read about through the media	84	38.4%		
Other	21	9.6%		



**What is your expertise?**

Specialty Area	Count	Percent
English Language Arts	47	21.50%
Mathematics	51	23.30%
Both English Language Arts and Mathematics	57	26.00%
Other	64	29.20%

Statistics	
Total Responses	219



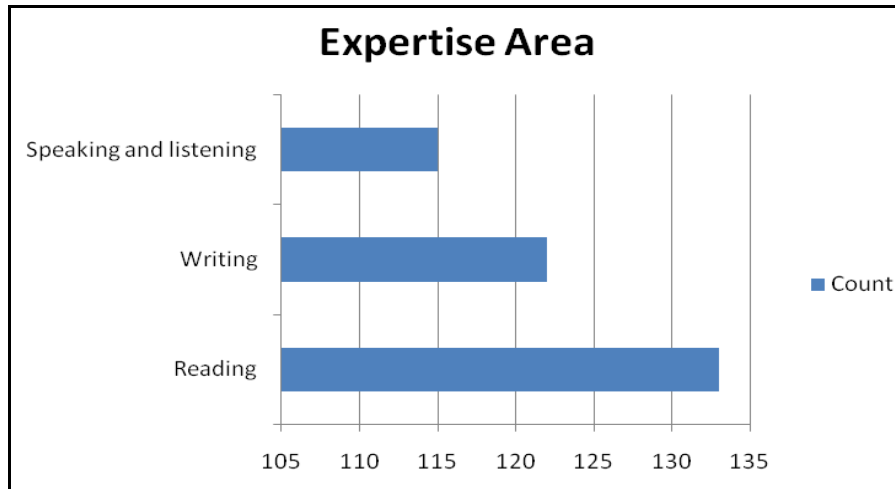
**Part Two: English Language Arts**

This section seeks your input on whether or not Washington should make additions to the Common Core State Standards for English Language Arts.

**What is your area of expertise in English Language Arts?**

Expertise Area	Count	Percent
Reading	133	79.20%
Writing	122	72.60%
Speaking and listening	115	68.50%

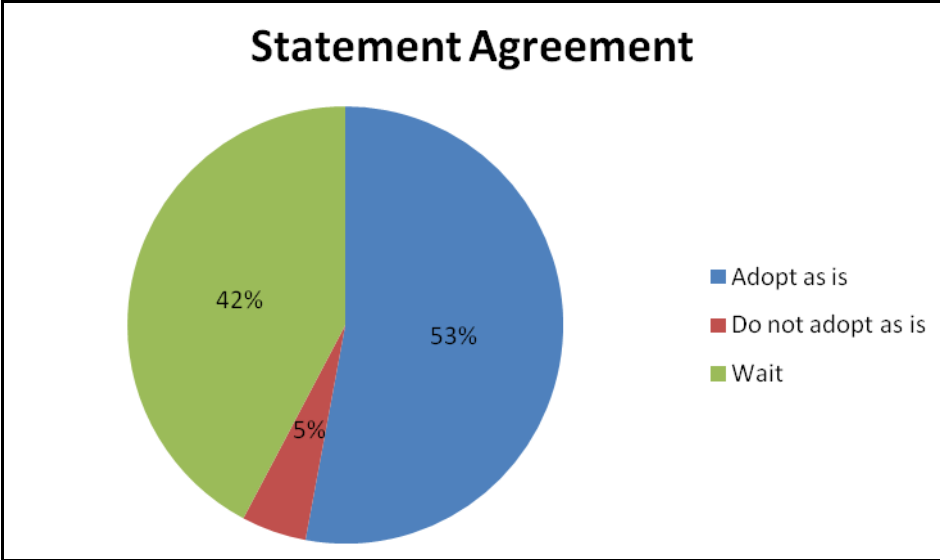
Statistics	
Total Responses	168



**Tell us what you think about adding additional content to the Common Core State Standards for English Language Arts. Which statement best describes your opinion about this?**

Statement	Count	Percent
The Common Core State Standards for English Language Arts are complete as is, and Washington does not need to add new content before adopting them.	89	53%
The Common Core State Standards for English Language Arts are NOT complete, and Washington should make additions before adopting them.	8	4.8%
Washington should wait to make a final decision until the Common Core State Standards for English Language Arts are formally adopted and teachers have an opportunity to learn about and begin implementing them.	71	42.3%

Statistics	
Total Responses	168



*If the respondent answered that the Common Core State Standards are complete as written, they were directed to the following question:*

**Please select the reason(s) for your response in the question above.**

Statement	Count	Percent
The Common Core State Standards are coherent and complete as written	53	60.2%
Adding additional content would increase the amount of content to be taught.	36	40.9%
The cost to Washington State of assessing additional content is problematic.	47	53.4%
Collaboration with other states is a key focus of the Common Core State Standards. Additional content not shared by other states would be excluded from that collaboration.	48	54.5%
Adding additional content may lose the focus of the Common Core State Standards.	49	55.7%
Published instructional materials will focus on the Common Core State Standards, not additional content placed by individual states.	41	46.6%
Other	10	11.4%

Statistics	
Total Responses	88

*If the respondents answered that the Common Core State Standards are not complete and additional content should be added, or that Washington should wait before adding to the Common Core State Standards, they were directed to the following question:*

**Please explain your answer.**

There were 68 comments offered to this question. Sixty of the 68 comments were from the group that thought Washington should wait before adding additional content. Half of this group thought it was important for teachers to be given time to use the standards. Any gaps would become apparent following implementation. Far fewer respondents expressed concerns about the amount of change teachers were experiencing around standards and curriculum, the cost of the implementation, the professional development needed, and whether the needs of diverse learners were being met. The eight who said the Common Core State standards were not complete and should have additional content added did not think the Common Core State Standards should be adopted at all. They felt the Washington standards were superior and our focus should be on those. There were some comments that were unrelated to the questions of adding to the Common Core State Standards.

*If the respondent stated that the Common Core State Standards should not be adopted as is, but that additional content should be added, the respondents were directed to this question:*

**What specific content do you think is missing and should be added to the Common Core State Standards for English Language Arts? Please explain.**

There were eight responses to this question from the 219 who took the survey. Half of these gave related comments including: there is not enough emphasis in English language arts as art, there is too much emphasis on skills rather than curriculum, the need for eleventh and twelfth grade standards, and that more is needed for English Language Learners. The other comments did not pertain directly to specific content.

*A follow-up question for these respondents was:*

**Could this missing content be supported through carefully designed instructional materials rather than through content that will require additional state-level assessment?**

The responses of the eight respondents are in the table to the right.

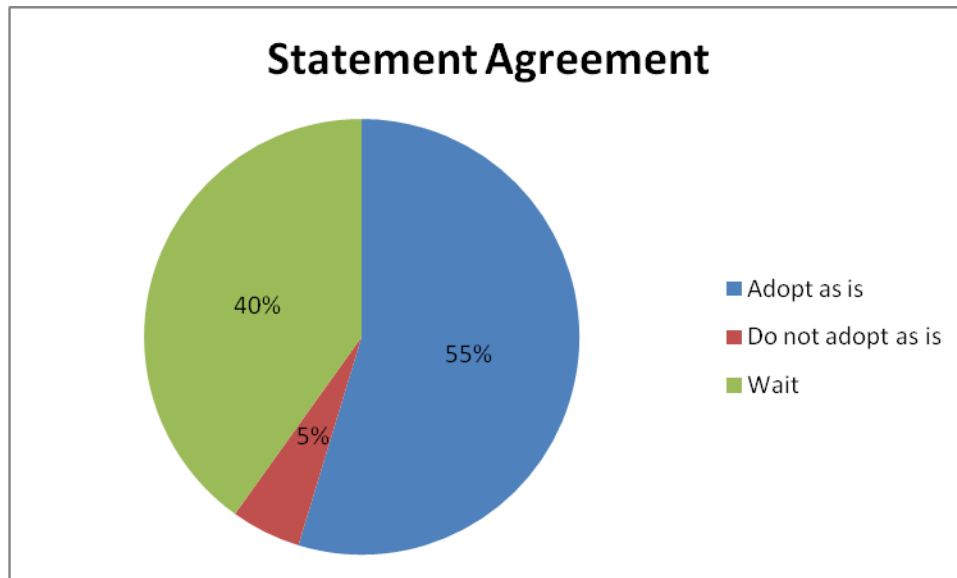
<b>Response</b>	<b>Count</b>
Yes	5
No	1
Not sure/don't know	2

**Part Three: Mathematics**

This section seeks your input on whether or not Washington should make additions to the Common Core State Standards for Mathematics.

**Tell us what you think about adding additional content to the Common Core State Standards for mathematics. Which statement best describes your opinion?**

Statement	Count	Percent
The Common Core State Standards for Mathematics are complete as is, and Washington does not need to add new content before adopting them.	94	55%
The Common Core State Standards for Mathematics are NOT complete, and Washington should make additions before adopting them.	9	5.2%
Washington should wait to make a final decision until the Common Core State Standards for Mathematics are formally adopted and teachers have an opportunity to learn about and begin implementing them.	69	40.1%



Statistics	
Total Responses	172

*If the respondent answered that the Common Core State Standards are complete as written, they were directed to the following question:*

**Please select the reason(s) for your response in the question above.**

Statement	Count	Percent
The Common Core State Standards are coherent and complete as written	53	57.0%
Adding additional content would increase the amount of content to be taught.	50	53.8%
The cost to Washington State of assessing additional content is problematic.	49	52.7%
Collaboration with other states is a key focus of the Common Core State Standards. Additional content not shared by other states would be excluded from that collaboration.	47	50.5%
Adding additional content may lose the focus of the Common Core State Standards.	45	48.4%
Published instructional materials will focus on the Common Core State Standards, not additional content placed by individual states.	48	51.6%
Other	14	15.1%

Statistics	
Total Responses	93

*If the respondents answered that the Common Core State Standards are not complete and additional content should be added, or that Washington should wait before adding to the Common Core State Standards, they were directed to the following question:*

**Please explain your answer.**

There were 66 responses to this question. One-third of this group felt that teachers needed time with the standards before deciding on any additional content. Groups of three to six respondents in the “wait” group expressed concerns around each of the following: the expense of implementation, the need for professional development, the needs of diverse learner, and that the change is so fast considering our recent implementation of Washington standards. The nine who answered that the Common Core State Standards were not complete as written expressed that the standards should not be adopted at all and that the current standards were better.

*If the respondent stated that the Common Core State Standards should not be adopted as is, but that additional content should be added, the respondents were directed to this question:*

**What specific content do you think is missing and should be added to the Common Core State Standards for mathematics? Please explain.**

There were nine respondents to this question. There was no theme to the comments given. Individual comments about content included: not all students need to take advanced algebra, the kindergarten standards are too high for unprepared students, concern as to whether the standards alignment with the academic/intellectual needs and abilities of advanced students would be met, statistics and graphing education, and that some geometry explanations were weak.

*A follow-up question for these respondents was:*

**Could this missing content be supported through carefully designed instructional materials rather than content that will require additional state-level assessment?**

Ten respondents replied and their responses are in the table to the right.

Responses	Count
Yes	2
No	4
Not sure/don't know	4

#### **Part Four: Completion**

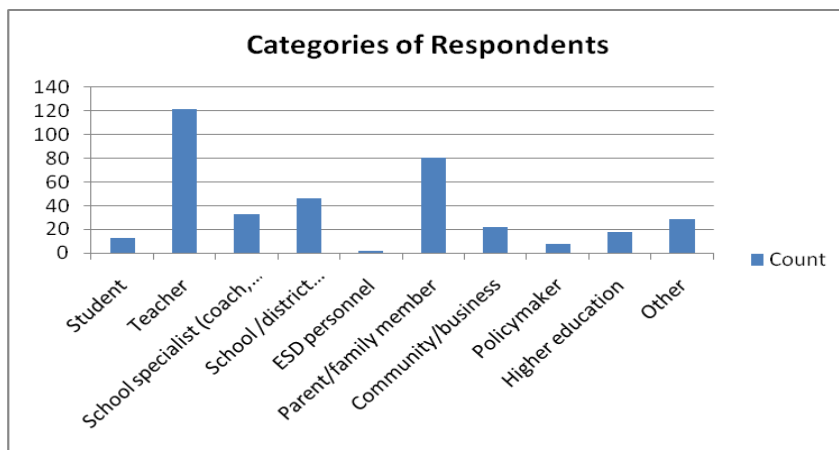
**Do you have any general comments? If so, please provide them in the space below.**

There were just over 100 responses from the 219 respondents to the survey. The largest group, one-third of the respondents, expressed support for the Common Core State Standards. They felt they would bring focus and consistency across the nation and that published materials would be aligned to what is to be taught. About ten percent expressed that the Common Core State Standards are not as rigorous as the current standards and that Washington should stick with what they have. Another ten percent expressed concern about the cost. Smaller percentages (approximately four percent each) expressed concern for the loss of local control, the need to be aware of the impact of adding 15 percent to the standards, the needs of diverse learners and that there has been too much change recently.

**Part Five: Demographics**

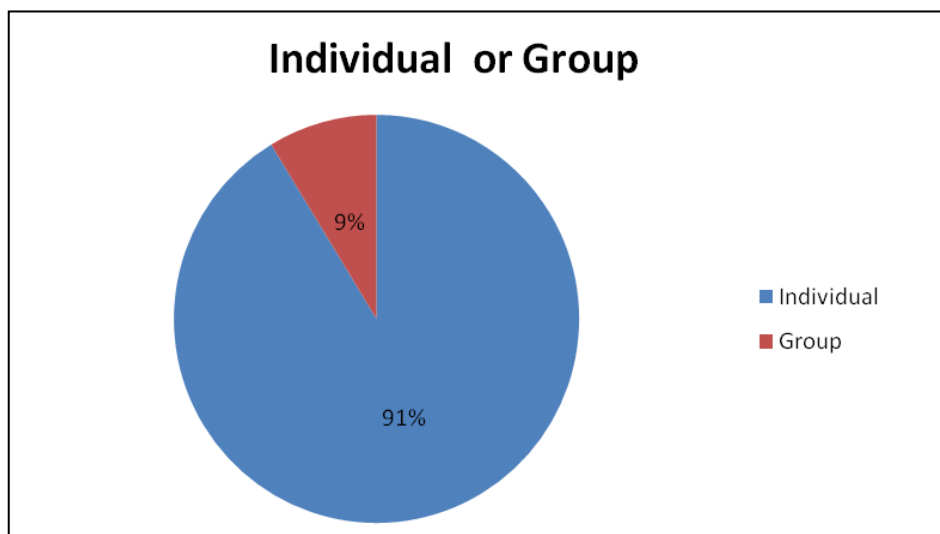
**What is your role as related to education?**

Respondents	Count	Percent
Student	13	5.9%
Teacher	121	55.3%
School specialist (coach, counselor, etc.)	33	15.1%
School /district administration	46	21.0%
ESD personnel	2	0.9%
Parent/family member	80	36.5%
Community/business	22	10.0%
Policymaker	8	3.7%
Higher education	18	8.2%
Other	29	13.2%



Responses	Count	Percent
Individual	200	91.3%
Group	19	8.7%

**Do you represent an individual or a group?**



**Part II: CSTP Survey Results  
ON COMMON CORE STANDARDS - SOUNDING BOARD SAYS . . .**

This is a summary of data collected from 79 National Board Certified teachers who are part of Sounding Board and responded to a survey about the Common Core Standards.

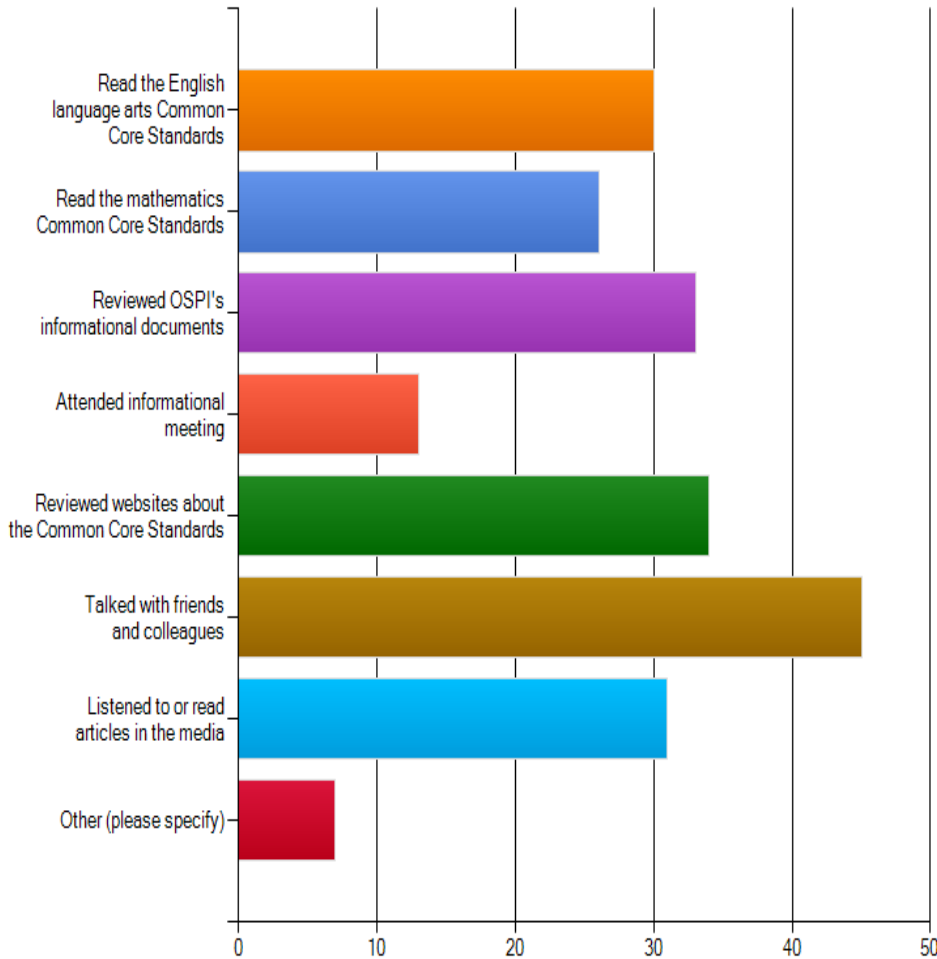
++++++

The survey respondents identified themselves as . . .

- Mostly high school (51%) and elementary teachers (27%); some middle school teachers (18%)
- Predominately teachers of English language arts and/or mathematics (52%)

***How did you learn about the Common Core State Standards?***

Teacher respondents learned about the Common Core Standards in a variety of ways from talking with their friends and colleagues (58%) to reading and viewing information on websites and from OSPI.



CSTP created Sounding Board as an avenue to amplify the voices of accomplished teachers. Participants are Washington State National Board Certified Teachers who regularly provide their perspective on relevant and critical education issues or policy implementation questions.

Sounding Board teachers respond to short surveys. Their responses are thematically organized, summarized and communicated to decision-makers, posted on CSTP's website and used in other materials.

Center for Strengthening the Teaching Profession

PO Box 7052  
Tacoma WA, 98417

253-752-2082

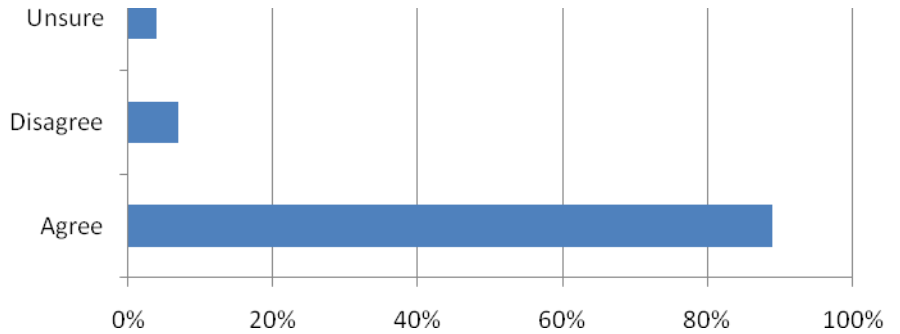
[www.cstp-wa.org](http://www.cstp-wa.org)

*OSPI's website provides a list of benefits for adopting the Common Core Standards. Select whether you agree, disagree or are unsure about each benefit.*

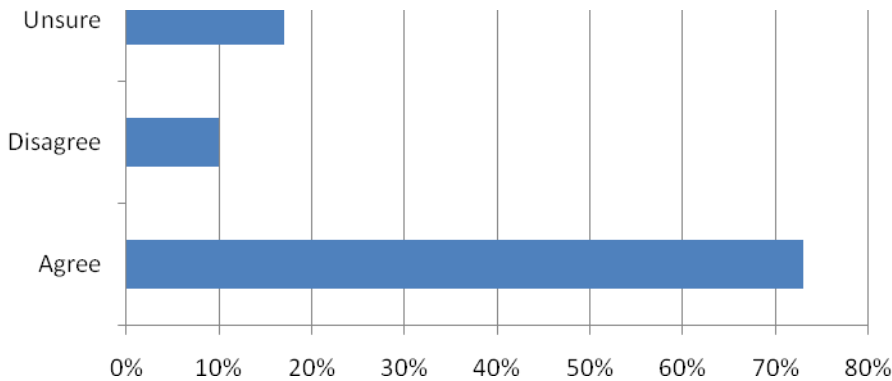
<p>OSPI Benefit: Establish a clear set of expectations for every teacher and student.</p>									
<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Unsure</td> <td>6%</td> </tr> <tr> <td>Disagree</td> <td>5%</td> </tr> <tr> <td>Agree</td> <td>89%</td> </tr> </tbody> </table>	Response	Percentage	Unsure	6%	Disagree	5%	Agree	89%	<p>Most teacher respondents (89%) agree that the Common Core Standards establish a clear set of expectations for teachers and students.</p>
Response	Percentage								
Unsure	6%								
Disagree	5%								
Agree	89%								
<p>OSPI Benefit: Make it easier for students who move from school-to-school and state-to-state to make a seamless transition, and remain confident that their K–12 education leads to college, skills training or the workplace.</p>									
<p>Most teacher respondents (78%) agree that Common Core Standards make it easier for students who move from school-to-school and state-to-state to make a seamless transition, and remain confident that their K–12 education leads to college, skills training or the workplace.</p>	<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Unsure</td> <td>10%</td> </tr> <tr> <td>Disagree</td> <td>12%</td> </tr> <tr> <td>Agree</td> <td>78%</td> </tr> </tbody> </table>	Response	Percentage	Unsure	10%	Disagree	12%	Agree	78%
Response	Percentage								
Unsure	10%								
Disagree	12%								
Agree	78%								
<p>OSPI Benefit: Boost the competitive advantage of American students, who for the first time will have the opportunity to meet the academic standards set by top-performing countries.</p>									
<table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Unsure</td> <td>39%</td> </tr> <tr> <td>Disagree</td> <td>16%</td> </tr> <tr> <td>Agree</td> <td>45%</td> </tr> </tbody> </table>	Response	Percentage	Unsure	39%	Disagree	16%	Agree	45%	<p>Teacher respondents felt mixed about whether the Common Core Standards boost the competitive advantage of American students. 45% agreed while 39% were unsure.</p>
Response	Percentage								
Unsure	39%								
Disagree	16%								
Agree	45%								

OSPI Benefit: Create goals for every grade, which are consistent and transparent to parents, students, teachers and the public.

Teacher respondents agreed (89%) that the Common Core Standards create goals for every grade, which are consistent and transparent to parents, students, teachers and the public.



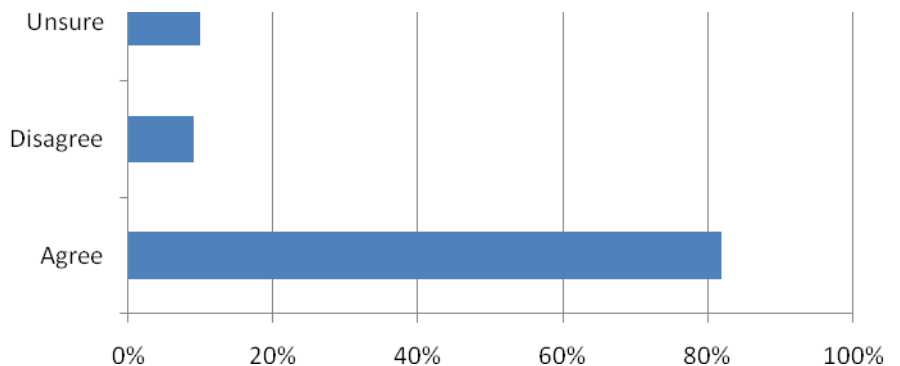
OSPI Benefit: Make it possible for educators to work collaboratively — coast to coast — as they adapt and enrich common standards with learning activities and new best practices.



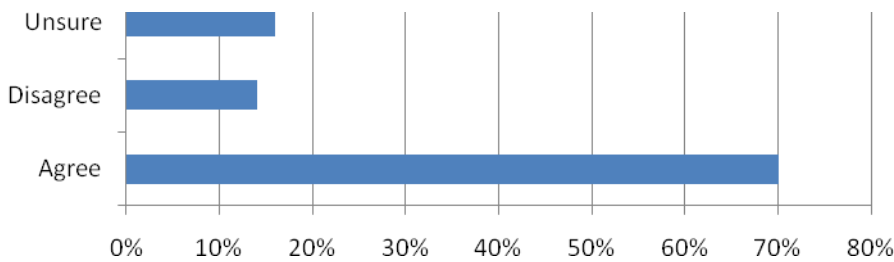
Teacher respondents agree (73%) that the Common Core Standards make it possible for educators to work collaboratively — coast to coast — as they adapt and enrich common standards with learning activities and new best practices.

OSPI Benefit: Encourage publishers and educational developers to align textbooks, digital media and instructional materials to common standards.

Most teacher respondents agree (82%) that the Common Core Standards encourage publishers and educational developers to align textbooks, digital media and instructional materials to common standards.



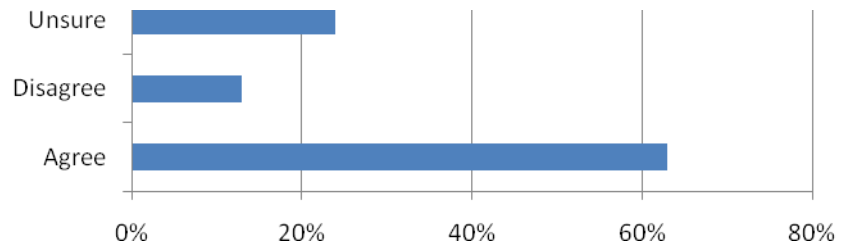
OSPI Benefit: Support the development of a unified, comprehensive and consistent assessment system.



70% of teacher respondents agree that the Common Core Standards support the development of a unified, comprehensive and consistent assessment system.

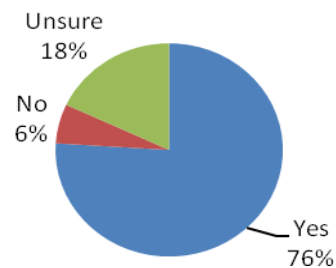
OSPI Benefit: Prompt policy changes necessary to support students and teachers as they meet the teaching and learning goals of the common standards.

Over half of teacher respondents agreed (63%) the Common Core Standards prompt policy changes necessary to support students and teachers towards teaching and learning goals.



**Authorized by the state Legislature, OSPI “provisionally” adopted the Common Core State Standards becoming one of 48 states to do so. Given what you’ve read and heard about the Common Core Standards, do you agree that the state should move in this direction?**

About three quarters of teacher respondents (76%) agree the state should move forward with Common Core Standards.



**What else did they say?**

- I believe that national standards have the potential to lead public education in the right direction however I also worry that federally mandated standards removes district and state controls.
- In effect, this will take much of the financial responsibility of curricula update and coordination away from the state.
- Blazing this trail will not be easy however we have one of the nation's highest percentages of nationally certified teachers to lead the way.

**ADDITIONAL STANDARDS:** About 18% of teacher respondents feel additional state standards are needed in English language arts, and about 11% of teacher respondents feel additional state standards are needed in mathematics.

Here are additional standards they would add –

- Additional emphasis on career & college research
- Additional emphasis on the use of various forms of technology to present their written work and/or research
- Additional emphasis on public speaking skills regardless of career path
- Additional information on literacy skills, and visual and dramatic arts illiteracies.
- Standards for writing.

Other comments –

- It's not so much adding standards as much as the detail that needs adding. One characteristic of our state math standards was their clarity. I don't feel the CCSS have that same level of clarity.
- I would not necessarily add more, I would better define within each standard what the standard would look like within the classroom. I would include increased levels of specificity within the reading portions. Much of this is already included in our current state standards and could be bulleted under the common core standards.

**ASSESSING ADDITIONAL STANDARDS:** If states add more standards, they are responsible to fund the development and assessment of their unique standards.

Here are some ways teacher respondents would assess additional standards.

- Standardized multiple choice questions about comprehension that can be computer scored
  - Student portfolios
  - End-of-media literacy unit assessment
  - Teacher observation, student interviews
- Improve and connect to Classroom-Based Assessments

**APPENDIX D: OSPI 2011–13 AGENCY BUDGET REQUEST AE, “STATEWIDE SYSTEM FOR IMPLEMENTING STANDARDS”**

**Agency:** 350 Office of Superintendent of Public Instruction  
**Budget Period:** 2011–13

**Recommendation Summary Text (Short Description)**

Superintendent Dorn requests \$2,165,000 million to implement the common core academic learning standards.

Funding will develop a statewide training that consists of 300–500 qualified trainers per grade level for implementing the new English language arts and mathematics standards, conduct alignment reviews of instructional materials for their alignment with the new standards, and build the regional capacity.

With this delivery model Washington can be assured that 100 percent of teachers in the state will be fully prepared to implement the common core standards and be prepared for the assessment of the standards in the 2014–15 year.

**Fiscal Detail**

Operating Expenditures		FY 2012	FY 2013	Total
General Fund	001-01	\$632,000	\$1,533,000	\$2,165,000
<b>Total Cost</b>				
Staffing		FY 2012	FY 2013	Annual Avg.
<b>Total FTEs Requested</b>		0	0	0

**Package Description**

**Background**

In order to support the adoption of the common core standards in all 295 school districts in Washington, additional funds are required. This support includes building a system to implement the new and revised common core standards for English language arts and mathematics. Our state’s recent revision of the math and science standards highlighted the implementation gaps that occur when the statewide system fails to provide consistent and equitable training across the state for building content knowledge around the standards and for translating them into classroom practice.

Depending on available local resources, districts provide training to their teachers when new standards are implemented. When the state does not have a way to train districts on the new standards, each district assigns staff to review what information OSPI can afford to provide (i.e. written materials, or handouts). Those staff members come to their own conclusions as to what the standards mean and how to implement them. This leads to teachers statewide, receiving inconsistent and sometimes conflicting messages about content standards expectations and their implementation, because without proper training, wrong assumptions, at times are made and then implemented in district classrooms.

This request is to:

1. Develop a statewide training system that consists of 300–500 qualified trainers per grade level for implementing the new common core English language arts and mathematics standards beginning in FY13 (\$384,000 in FY13 only);
2. Conduct an analysis of instructional materials in use throughout the state for their alignment with the common core English language arts and mathematics standards (\$114,000 per fiscal year = \$228,000 total); and
3. Build equal regional capacity in all ESD regions to support statewide initiatives in English language arts (literacy)—this would be based on the current model for ESD-based mathematics and science coordinators. This support for literacy would be phased in over the biennium to culminate with resources provided to support a 1.0 FTE literacy coordinator for each regional ESD (FY12 = \$518,000; FY13 = \$1,035,000).

Total cost for the above for the biennium would be \$2,165,000.

With this delivery model, Washington can be assured that by implementing a training system that is fully knowledgeable and equipped to provide academic content support around the state’s standards, and by building regional capacity for implementation, 100 percent of teachers in the state will be fully prepared to begin phasing in the common core standards beginning with the 2013–14 year, with assessment of the standards planned for the 2014–15 year.

### **Current Situation**

The State Legislature provides \$34.5 million to OSPI for the state to develop and deliver a comprehensive assessment system. Of this allocation, approximately \$250,000–\$300,000 per fiscal year has been set aside to develop, and revise (per RCW 28A.655.070) the state’s academic learning standards in the subject areas articulated within Goals 1 and 2 of the Basic Education Act (RCW 28A.150.210). The funds have been used each year based on the phase in which a given content area has been in regarding standards development/revision and approval. Historically these funds have solely supported committee and expert-level development and revision of the state standards, with very little of the funds providing widespread support to school districts for their implementation. This amount of funding is not enough to build state and regional capacity for full implementation of the standards once they are revised and adopted.

During the 2007–09 biennium a portion of the resources that were provided through Senate Bill 1907 (“Improving Math and Science Education”) for revision of the standards were used to support building state and regional capacity around common and consistent professional development the revised standards. To support statewide implementation of the mathematics standards, almost 400 math educators were trained on the standards and the modules developed for them to support training K–12 mathematics educators in their local areas. This model for statewide implementation was conceived through a collaborative partnership that included leadership from OSPI, the Association of Washington School Principals, all nine Educational Service Districts, the Washington Association of School Administrators, and the Washington Education

Association. Unfortunately due to the economic downturn and subsequent reductions to state budget, statewide support for implementing the revised standards was halted during the 2009 legislative session.

In addition, historically funds have been allocated for reading, mathematics, and science for the state to review instructional materials for their alignment with state standards. This work was recently completed for K–12 mathematics and science comprehensive and supplemental materials and has been invaluable to districts by saving time and resources as they enter into processes for making instructional materials adoption decisions in their local areas.

Currently each of the nine ESDs receives funding from the state Legislature to support a 1.0 FTE mathematics and science coordinator. In addition to supporting regional curriculum, instruction, and assessment efforts, the nine ESDs have committed to collaborating closely with OSPI content leadership for implementing and carrying forward statewide math and science initiatives. Conversely, the level and consistency of support for content expertise at the ESDs related to literacy and/or English language arts in general is quite varied with some ESDs choosing to pool many resources toward literacy, while others, with fewer resources, are without the capacity to even fund a full time staff person for literacy work. This disparity in staffing has been problematic for developing implementation materials and for consistently supporting districts to implement state literacy initiatives (such as the K–12 Reading Model revision and implementation).

The state currently provides no additional resources to conduct a large scale analysis of instructional materials for English language arts and mathematics for their alignment with the common core standards.

### **Proposed Solution**

- Develop training materials and a process that will prepare approximately 5,000 educators and teacher leaders throughout the state to deliver high quality professional development and support to all 295 school districts in Washington.
  - Existing funds would be used during the 2010/11 and 2011/12 years to develop the materials and to begin system development.
- Beginning with the 2012–13 year, funds from this decision package would be used to support the training system to deliver 16–18 regionally-based trainings each year for each grade band: K–5, 6–8, and 9–12. 54 sessions total per year with an average of 6 sessions per ESD region. The funds would be used to support teacher attendance, travel expenses, venue and materials costs.
- Full reviews of K–12 English language arts and mathematics materials that are used in our state would be conducted. One would occur in summer 2011 and one during the 2011–12 year. By completing these prior to full implementation of the standards professional development providers would be fully prepared with current information about how well the materials teachers are using match to the standards.

OSPI will work in close partnership with the ESDs to leverage all available federal and state funding to support a minimum of 1.0 FTE literacy coordinator in a similar model to

that of the ESD math and science coordinators. Some federal fund sources that are available currently are not sufficient to fully fund this activity and are proposed to be eliminated in the President's budget, so we cannot solely rely on these funds for support. Consistent with the ESD math and science coordinator model, the literacy coordinators would serve as regional leaders for coordinating content-specific support and professional development for educators in their region around English language arts. Specifically OPSI will:

- In 2011–12 partially fund (0.5 FTE/ESD) regional literacy coordinators to be based out of each of the nine ESDs. Funds from Title II, Part A could be leveraged to allow for full-time literacy support.
- In 2012–13 fund 1.0 FTE regional literacy coordinators to be based out of each of the nine ESDs.

Contact person: Jessica Vavrus, Assistant Superintendent for Teaching and Learning, 360-725-6417

### **Narrative Justification and Impact Statement** (Includes the following section)

#### **What specific performance outcomes does the agency expect?**

- Comprehensive materials will be developed to support K–12 implementation of the common core standards—a training system will be established and be ready to implement starting with the 2011–12 school year.
- A statewide training system for English language arts and mathematics will be established and mobilized during the 2012–13 school year to begin providing professional development on the standards and assessment systems statewide in the 2013–14 year.
  - During 2011–12 300–500 state trainers for each subject area will be established (in close collaboration with the ESDs, high capacity LEAs, and Institutions of Higher Education)
  - Beginning with the 2012–13 school year it is anticipated that approximately 16–18 regionally-based trainings per year would be provided for K–5, 6–8 and 9–12 grade teachers/teacher leaders.

By establishing and building regional capacity to deliver and implement professional development to support comprehensive standards and assessment systems, the state will achieve considerable efficiencies by:

1. Reducing unnecessary duplication of professional development provided to teachers through the state (this includes materials and delivery of professional development);
2. Reduce confusing and conflicting messages related to the state standards and assessment systems;
3. Allow for increased collaboration within regions and school districts around best practices around integration and alignment of instruction for implementation of standards;
4. Build a system that will bring together statewide expertise to develop and share implementation materials, including materials that can be modified for various audiences and varying purposes.

This funding will support a shift in practice of districts and ESDs developing and delivering their own versions of training on standards implementation and allow for all parties to come to the table to build on these efforts with the goal of creating a strong backbone of support for all students throughout the state.

This model will ensure that a student who moves from Onion Creek School District to Ocean Beach School District will receive instruction from teachers who are equally as prepared and knowledgeable about the state's standards through the statewide implementation system.

### **Performance Measure Detail**

- Number of state implementation trainers selected and prepared for delivery of standards professional development in the 2013–14 year.
- Number of regions, districts, buildings, and regions represented through membership in the training cadre.
  - Equitable representation for the full K–12 spectrum within the training cadre.
- Number of educators who receive direct training and ongoing support for implementing new standards.

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

This request supports Superintendent Dorn's priorities 1 (Full Funding to Schools); 2 - Increasing Student Achievement; and 3 - Redesign State Assessment System. It is critical for deep learning and implementation of our state's academic learning standards to occur prior to (or in tandem with) the request for a fully functioning comprehensive assessment system. Full and quality implementation of standards is essential to the success of the assessment system redesign.

### **Reason for change:**

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

The Governor places a high priority on education. This request supports the Governor's priority to increase student achievement in elementary, middle and high schools.

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

Yes, this work supports the value statement, "Washingtonians value world-class student achievement in early education, elementary, middle and high schools and postsecondary institutions."

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

### **Impact on Clients and Services**

This funding supports students in K–12 education by providing training to teachers on how to implement the common core standards in our public schools.

## **Impact on Other State Programs**

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

Many alternatives were considered for this implementation plan from training all teachers through large state-wide gatherings to a training manual, similar to the K–12 reading training manual. Directly training all teachers throughout the state, while ideal, is cost prohibitive. A K–12 implementation manual, such as the K–12 reading model is a good reference manual for teachers but requires a large amount of professional development in order to navigate, understand, and use the manual.

Research shows professional development needs to be on-going throughout the year. With the trainer of trainer model and through increasing regional capacity, local experts will be developed who will be able to serve as regional leaders to provide on-going support to schools and teachers throughout the implementation period. They are able to provide the supports necessary so that implementation of standards and assessments are intentionally imbedded into the classroom structure. The trainer of trainer model is the most equitable allocation of funds. While large districts would be able to create supports, small districts would be unable to provide the same level of training for their teachers.

### **What are the consequences of not funding this package?**

Should this package not be funded, a very limited statewide system for supporting implementation of standards and assessment systems will proceed. Professional development and direct support to school districts and teachers for this work will likely be inconsistently delivered throughout the state. There will continue to be a gap between districts with high capacity and expertise for this type of work, and districts/schools with very limited resources and expertise. Without building a statewide training system and following it through with support to deliver training, there would be increased burden and inefficiency with few resources for current state partners to deliver this support in a less systematic manner. In addition, school districts and teachers will not be consistently supported, therefore jeopardizing the ability to serve all students, close achievement gaps, and meet new performance standards in the future.

### **What is the relationship, if any, to the state's capital budget?**

None.

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

None.

### **Expenditure and revenue calculations and assumptions:**

**Revenue Calculations and Assumptions:** None.

## Expenditure Calculations and Assumptions:

1. Develop a statewide training of trainer cadre that consists of 300–500 qualified trainers per K–12 grade level for implementing the new English language arts and mathematics standards beginning in FY13 (\$384,000 in FY13 only)  
 ASSUMPTIONS:
  - 27 regional trainings (up to 9 for each grade band: K–5, 6–8, 9–12) for up to 50 attendees per training
  
2. Conduct an analysis of K–12 instructional materials in use throughout the state for their alignment with the common core English language arts and mathematics standards (based on the model and methodology used for reviewing math and science instructional materials in 2008 and 2009 (\$114,000 per fiscal year = \$200,000 total); and
  
3. Build the regional capacity in all ESD regions for support of statewide initiatives in English language arts (literacy)—this would be based on the current model for ESD-based mathematics and science coordinators. This support for literacy would be phased in over the biennium to culminate with resources provided to support a 1.0 FTE literacy coordinator for each regional ESD (FY12 = \$518,000; FY13 = \$1,035,000).  
 ASSUMPTIONS:
  - FY12: One 0.5 FTE for each of 9 ESDs (Total cost for salaries, benefits, and goods and services is \$115k per FTE)
  - FY13: one 1.0 FTE for each of 9 ESDs.

## Object Detail

		FY 2012	FY 2013	Total
A	Salary and Wages	\$0	\$0	\$0
B	Employee Benefits	\$0	\$0	\$0
C	Contracts	\$0	\$0	\$0
E	Goods/Services	\$58,055	\$171,2630	\$229,318
G	Travel	\$55,945	\$326,737	\$326,737
J	Equipment	\$0	\$0	\$0
N	Grants	\$518,000	\$1,035,000	\$1553,000
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
<b>Total Objects</b>		<b>\$632,000</b>	<b>\$1,149,000</b>	<b>\$2,165,000</b>

**Expenditures & FTEs by Program**

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2012	FY 2013	Avg	FY 2012	FY 2013	Total
A037	055				\$632,000	\$1,149,000	\$2,165,000
					\$0	\$0	\$0
<b>Total Activities</b>					<b>\$632,000</b>	<b>\$1,149,000</b>	<b>\$2,165,000</b>

**Six-Year Expenditure Estimates**

Fund	11–13 Total	13–15 Total	15–17 Total
001	\$2,165,000	\$0	\$0
<b>Expenditure Total</b>	<b>\$2,165,000</b>	<b>\$0</b>	<b>\$0</b>
<b>FTEs</b>			

**Distinction between one-time and ongoing costs:** This decision package consists of only one-time costs.

**Budget impacts in future biennia:** None.



Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

For more information about the contents  
of this document, please contact:  
Jessica Vavrus, OSPI  
E-mail: [Jessica.vavrus@k12.wa.us](mailto:Jessica.vavrus@k12.wa.us)  
Phone: (360) 725-6432

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Office of Superintendent of Public Instruction  
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P.O. Box 47200  
Olympia, WA 98504-7200  
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