

Putting a price tag on the Common Core

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- Co-authored with Elliot Regenstein
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Main Findings

- Implementing the CCSS presents significant challenge with costs driven by instructional materials, assessments, and professional development
- A *Business as Usual* approach will incur most costs, BUT significant reductions can be realized
- CCSS presents an opportunity not only to rethink standards, but delivery of education as a whole

Overview

- Background
- *Putting a Price Tag on the Common Core*
- Thinking differently about the CCSS implementation
- Smart questions to ask your SEA

Background

- Forty-five states plus DC have adopted Common Core State Standards (CCSS)
- Full roll-out scheduled for 2014-15
- States' implementation progress uneven
- *Common-ness* has market changing potential
 - New economies of scale
 - Vendors not limited by state/district boundaries

Bounding the discussion

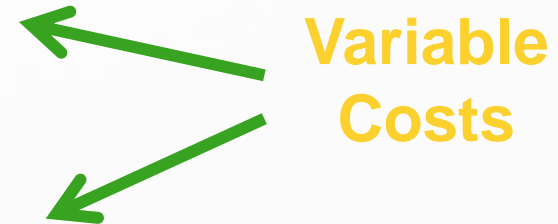
- Transition period
 - Year “Zero” and “One” of implementation
 - Could span 2 – 4 years in reality
- State costs
 - Report costs on a “by state” basis
 - Do not assign costs to district or state budget
- Transitional costs
 - New costs incurred by states/districts for implementation up to the first year
 - New materials, assessments, preparation for teachers and administration of process

Costs that are **NOT** included:

- Remedial services for students
- Assessments consortia
- Re-tooling teacher training programs in education schools
- Realigning higher education expectations
- Innovations in staffing/personnel management
- Technology infrastructure

Major Cost Drivers

- Instructional Materials (IM)
- Professional Development (PD)
- Assessments (AS)



- Fixed transitional administrative costs (FxC)



Calculating Gross Costs

$$\begin{aligned} & \text{IM} \times \text{Number of students} \quad + \\ & \text{PD} \times \text{Number of teachers} \quad + \\ & \text{AS} \times \text{Number of students} \quad + \end{aligned}$$

FxC

= Total Gross Costs

Three Scenarios

- Business as Usual
 - Traditional approach (hardcopy texts; paper annual assessment; in-person professional development)
- Bare Bones
 - Lowest cost alternatives (online open source materials; computer assessment; online professional development)
- Balanced Implementation
 - Mix of approaches (blended materials; interim and summative assessment; hybrid professional development)

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Scenario Assumptions

Scenario	Business as Usual	Balanced Implementation
Instructional Materials (per student)	\$135	\$35
Professional Development (per teacher)	\$2,000	\$560
Assessment (per student)	\$20	\$45
Fixed Transitional Costs	\$4 Million	\$4 Million

Calculating Gross Costs: *Business as Usual*

$$\begin{array}{rcl} \$135 & \times \text{Number of students} & + \\ \$2,000 & \times \text{Number of teachers} & + \\ \$20 & \times \text{Number of students} & + \end{array}$$

\$4 million

= Total Gross Costs

Gross Transitional Cost Estimates (millions)

(millions of dollars)	Business as Usual	Balanced Implementation
Total	12,132	5,065
Florida	780	318
Wisconsin	256	107
Wyoming	32	15

Gross Transitional Cost Estimates (per student)

(millions of dollars)	Business as Usual	Balanced Implementation
Total	289	121
Florida	296	121
Wisconsin	294	122
Wyoming	363	171

Calculating Net Costs

- Attempt to estimate potential to re-purpose funds
- How much are states and districts currently spending on instructional materials, assessments, and professional development?
- Sought conservative estimates:
 - \$40 per year instructional materials
 - \$500 per year professional development
 - \$20 per year assessment

Calculating Net Costs

Gross Costs *minus*:

IM: \$ 40 x Number of students

PD: \$500 x Number of teachers

AS: \$ 20 x Number of students

Total Net Costs

Net Transitional Cost Estimates: All States

	Business as Usual	Balanced Implementation
Total Gross	\$12,132 million	\$5,065 million
Total Net	\$8,253 million	\$1,186 million
<u>Per Student</u>		
Gross	\$289/student	\$121/student
Net	\$197/student	\$28/student

Thinking Differently About Implementation

- “Common” standards make collaboration across boundaries possible
- Rapid pace of technological developments is yielding new tools for use in classroom.
- Rise of new education delivery models – charters, blended schools, virtual schools – that states and districts could adopt more broadly.

Thinking Differently About Implementation: Examples

- Instructional materials:
 - MA, NY, and RI explore cross-state platforms
 - Electronic and open source textbooks
- Assessment:
 - Investment in interim and diagnostic assessment
 - SBAC developing computer-adaptive tests
- Professional Development:
 - Targeted instruction and support
 - Teacher driven/authored PD modules; social networks

Bottom Line:

- CCSS presents tremendous opportunity to re-think how education is delivered
- New methods for providing materials, assessment and professional development may save money; be more effective
- Existing funds could be re-purposed during transition process
- Transparent framework to be used by education policy makers

Questions for your SEA

- What, if anything, is being done to find less costly and better alternatives for instructional materials, PD, and assessment?
- How much does our state currently budget for these activities and how can we re-purpose existing money over the next 2 years?
- Where are the opportunities for our state to take advantage of the market changing features of the CCSS?

Questions about your SEA

- Does your state education department have the capacity to take on the tasks it has asked to perform (Common Core, school improvement, etc.)?
 - Cuts in personnel
 - Mismatch of skills
 - Changes in leadership

Questions for Me