

Arizona's Common Core Standards Implementation

Principal Survey Report

January 2013

Survey Overview

The Arizona Department of Education (ADE), in partnership with the Governor's Office of Education Innovation (GOEI) and Regional Centers, distributed a state-wide survey to 1,986 principals regarding awareness, understanding, training/resources, and implementation of Arizona's Common Core Standards (ACCS). This survey was conducted to provide broad information on progress to this collective group—the Collaborative Education Partners (CEP)—in order to identify where and how (together) we can provide resources and training to Arizona's education community to facilitate successful implementation of ACCS.

It is the intent of the CEP to administer a total of three (3) surveys this school year, to gauge progress in training and implementation of ACCS. The first survey, administered in August 2012, was sent to 1,795 principals and had a 23% response rate (416 respondents). This survey yielded a 30% response rate (589 respondents). The third survey in the series will be distributed in mid-May and open through mid-June 2013, to ensure that all principals will have an opportunity to respond prior to dismissing for summer break.

This input will be invaluable in helping us focus our efforts to improve our support for Arizona's schools and students. To encourage candid feedback, survey results were returned to ADE strategic planning staff. IP addresses were neither collected nor stored. No specific information about school(s) was revealed to the three CEP agencies. This summary report of all responses has been developed for review by CEP. Additionally, reports will be developed for each Regional Center, to assist in identifying where resources are needed.

Data Collection Process

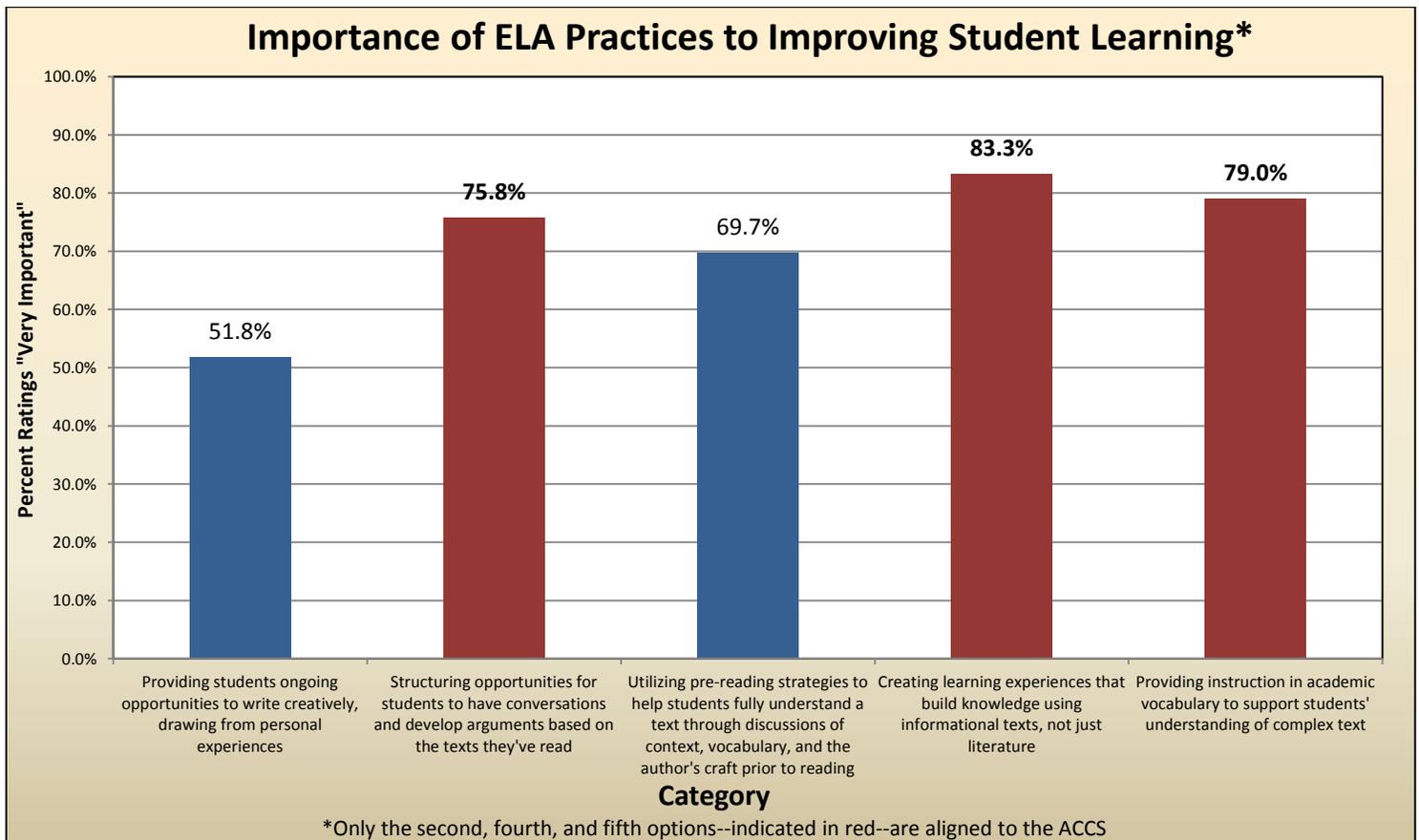
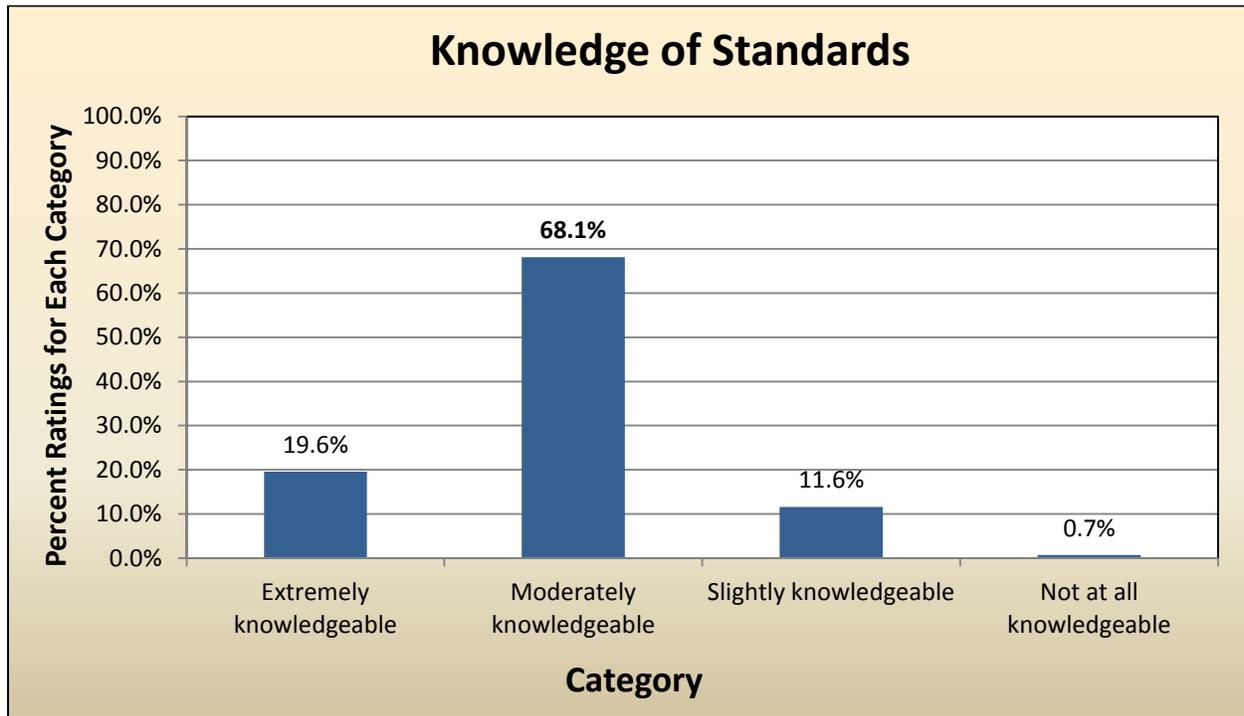
The data collection process for the January 2013 Principal assessment entailed distribution of a confidential, online survey to all Arizona Principals (1,986 individuals). Based on feedback from respondents and CEP partners, the survey and process were amended to more effectively collect meaningful feedback. To that end, ACCS-related questions/items were included from guidelines provided by a collaborative effort that included Achieve, the U.S. Education Delivery Institute (EDI), and Education First. They were designed for voluntary use by state education agencies to create feedback loops for ACCS implementation efforts.

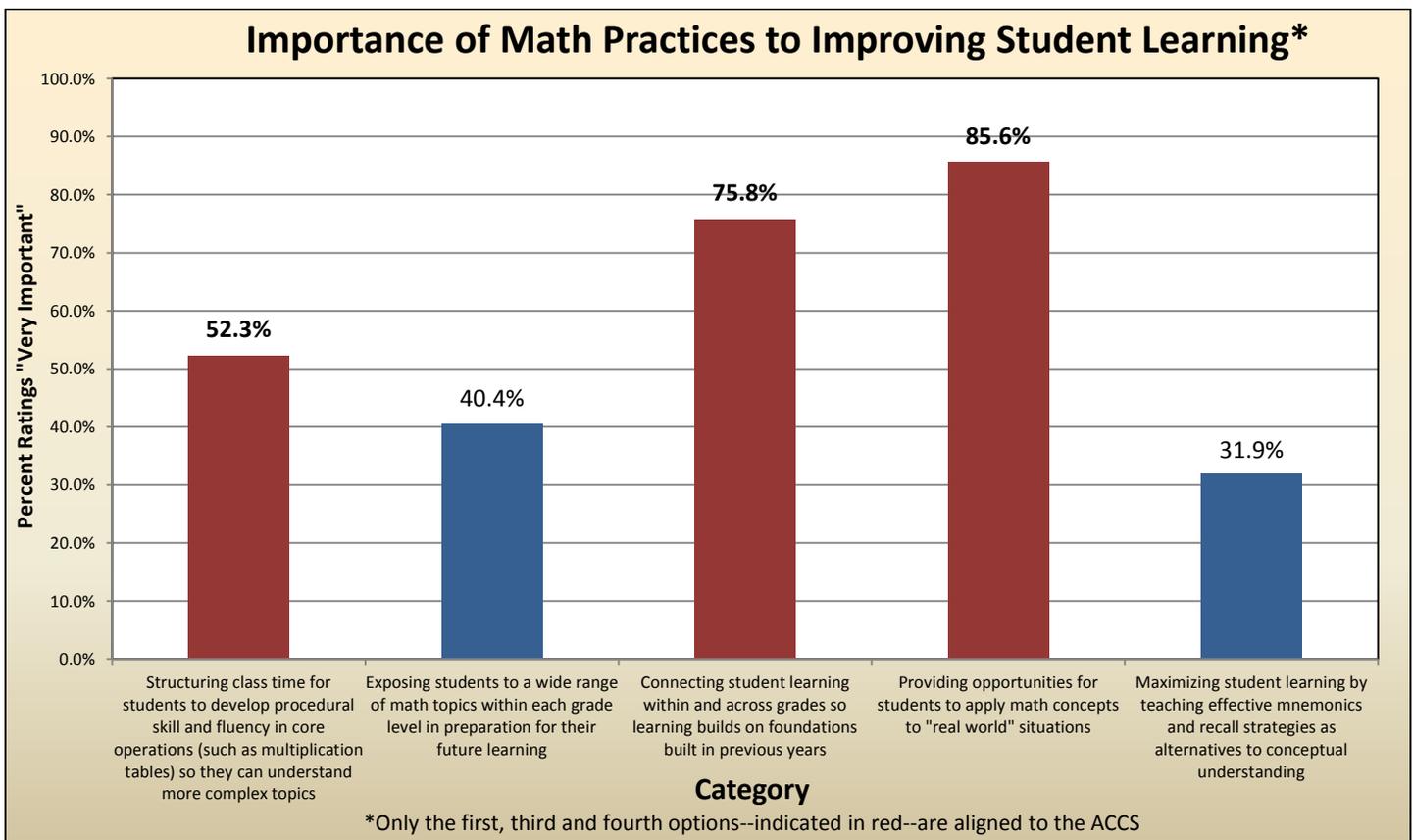
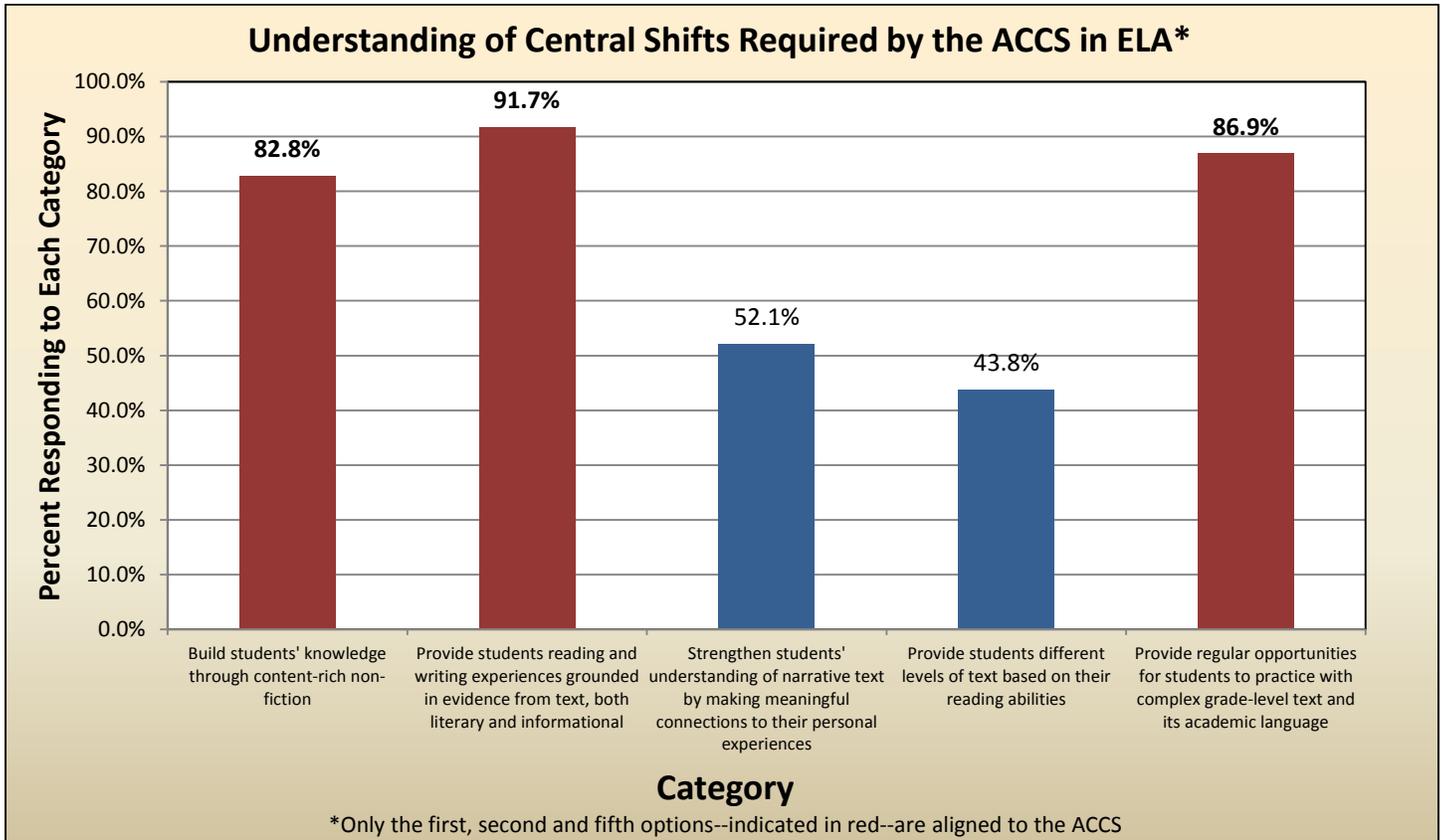
There were a total of fifteen (15) items/questions in the survey: five (5) questions related to understanding of the ACCS; four (4) questions/items addressed the reach/scope of resources/training provided; one (1) question referenced the challenges of implementing ACCS; and five (5) items requested information on demographics (i.e. district or charter school, school size), to help target areas needing support. This specificity allowed for targeted information to be sent to each Regional Center.

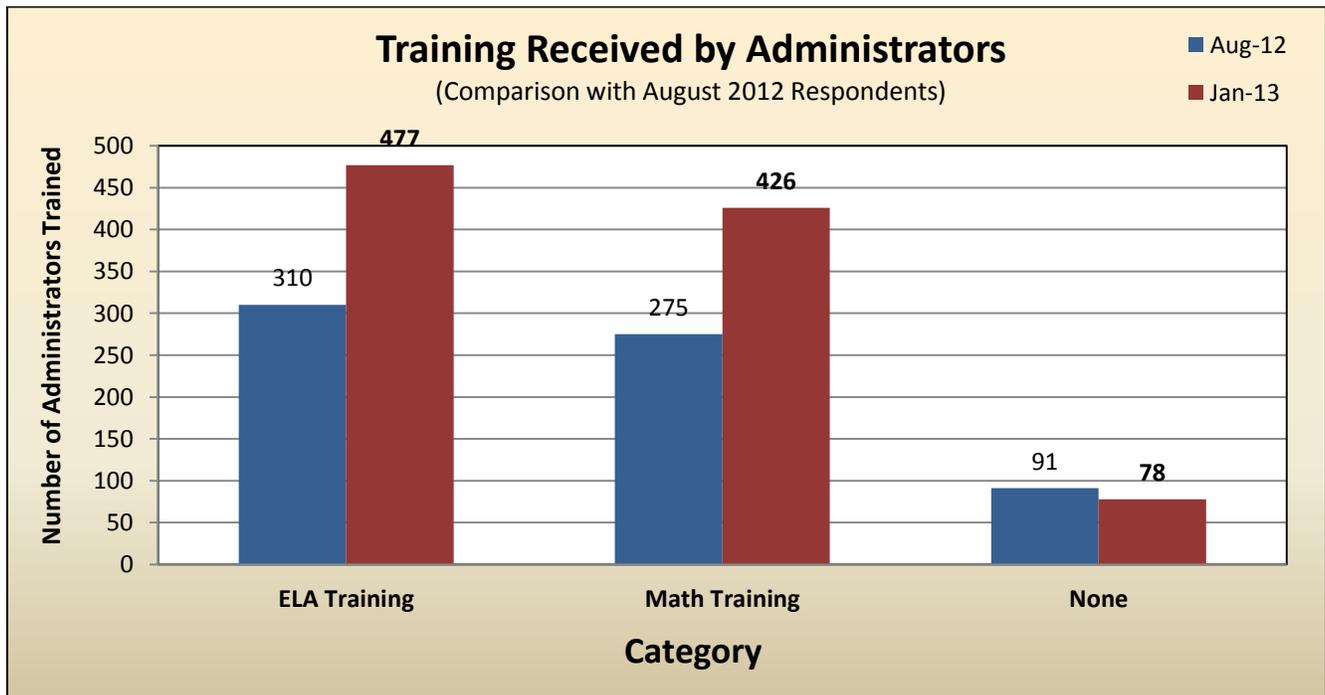
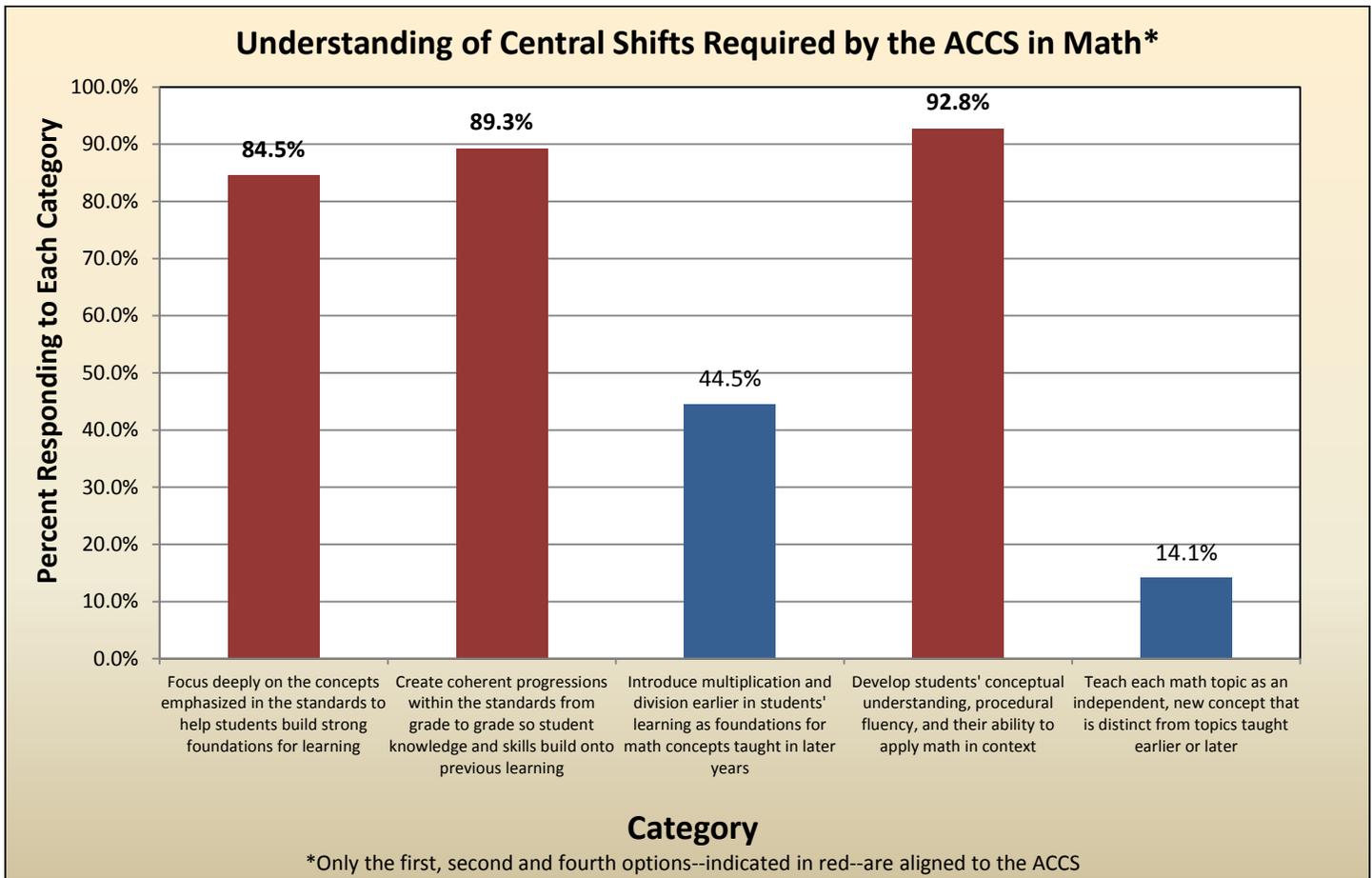
Data Presentation

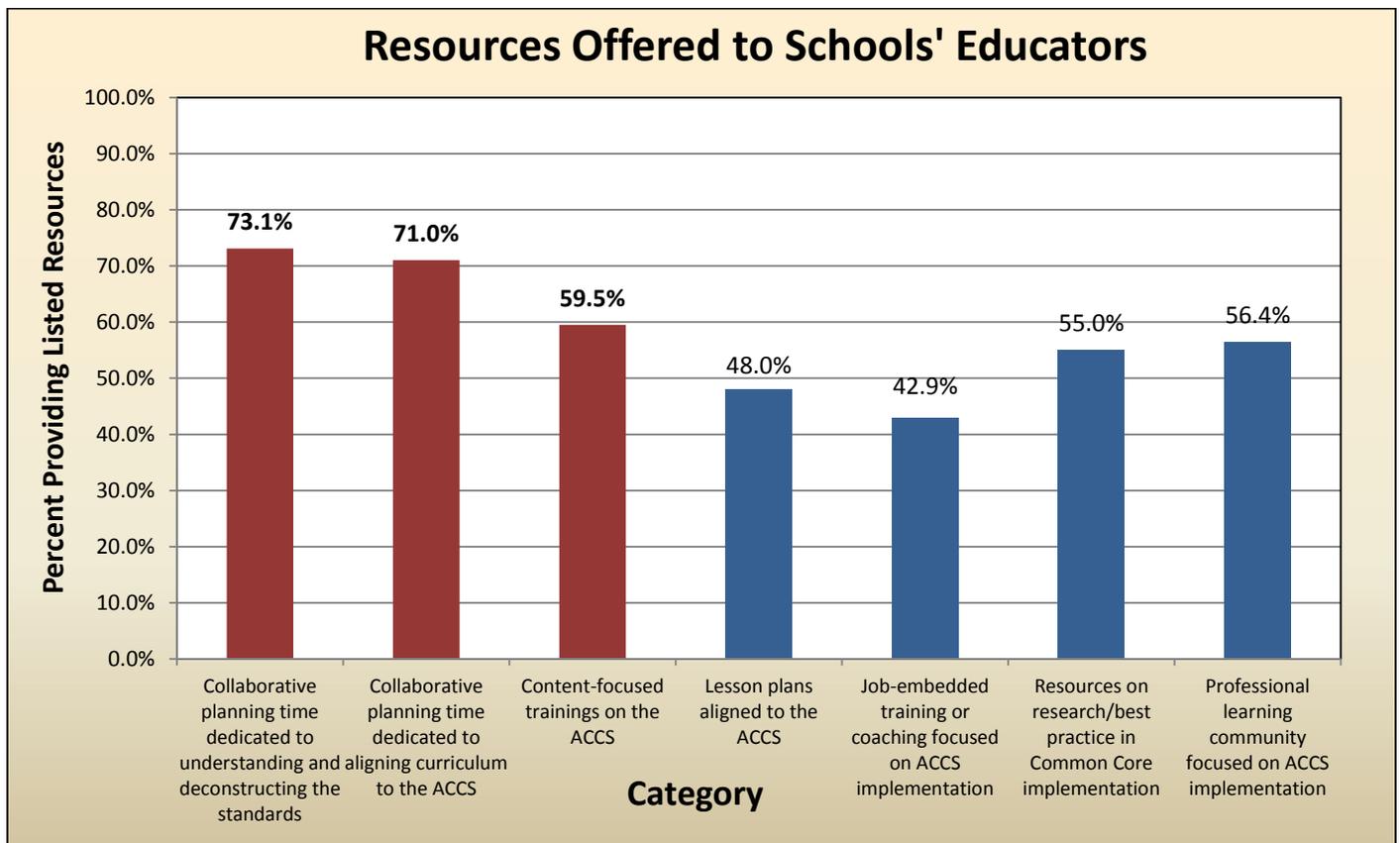
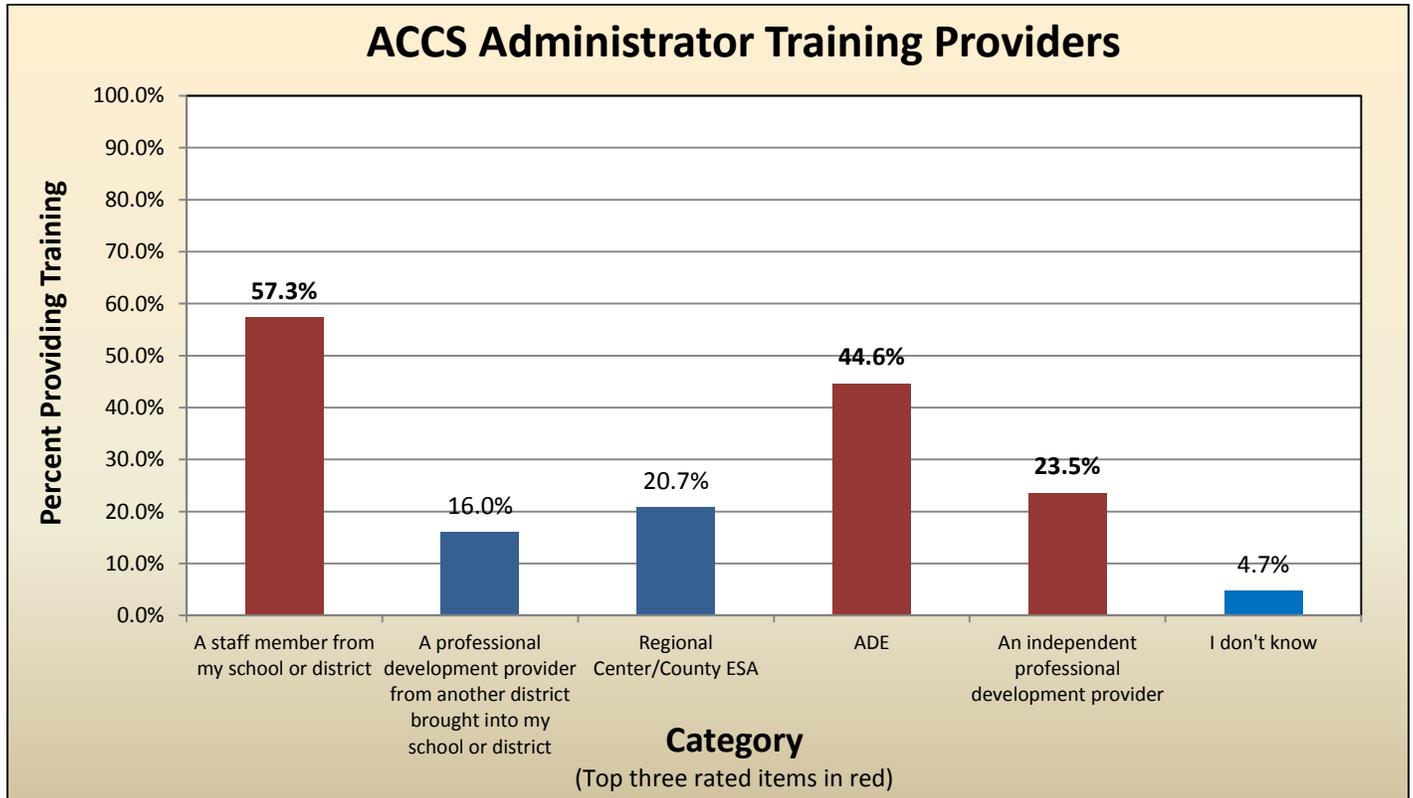
Charts provide summary results for state-wide responses to all items/questions. Where appropriate, comparison data is provided for both August 2012 and January 2013 surveys. A table beginning on page 11 provides a breakdown of detailed responses by County. In addition, summary reports for each of the five Regional Centers will be developed and sent to Regional Leads, with detailed responses for their respective Counties.

Response Summaries:

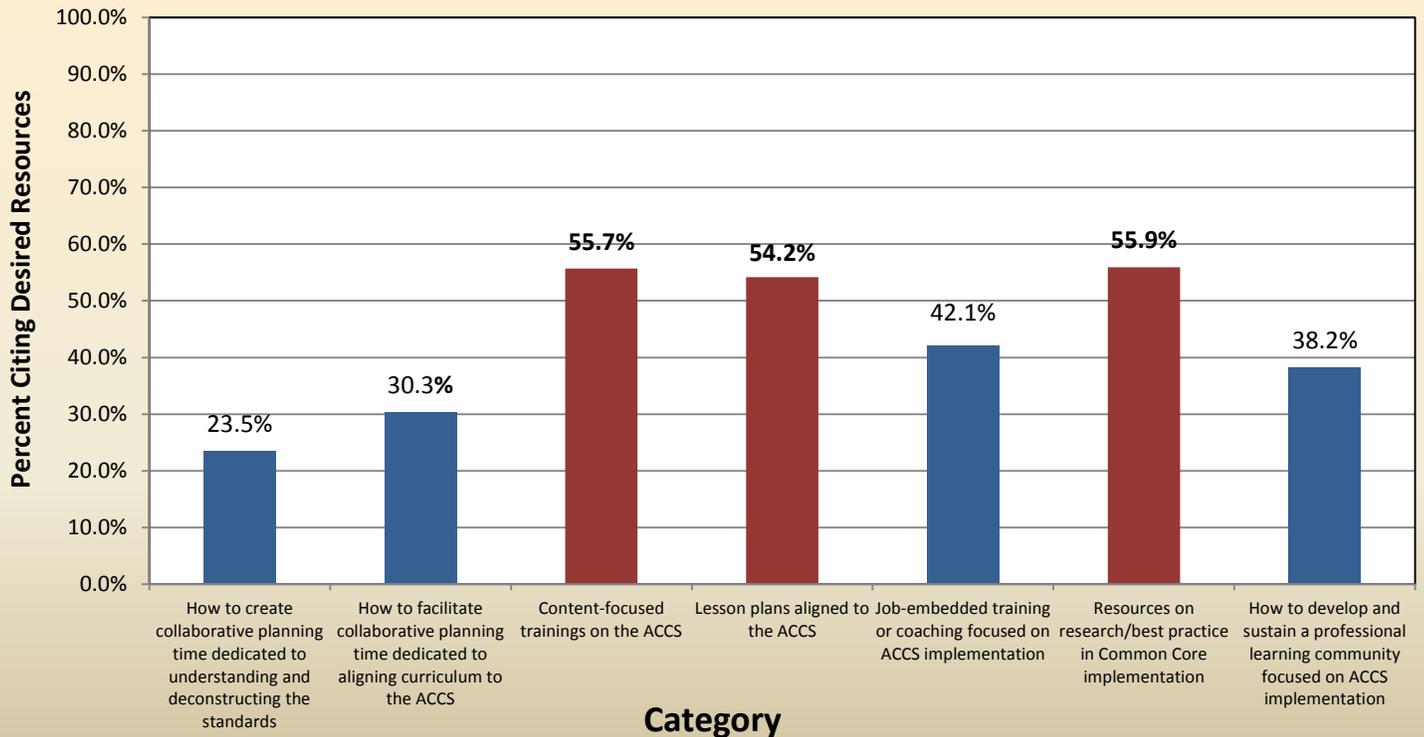




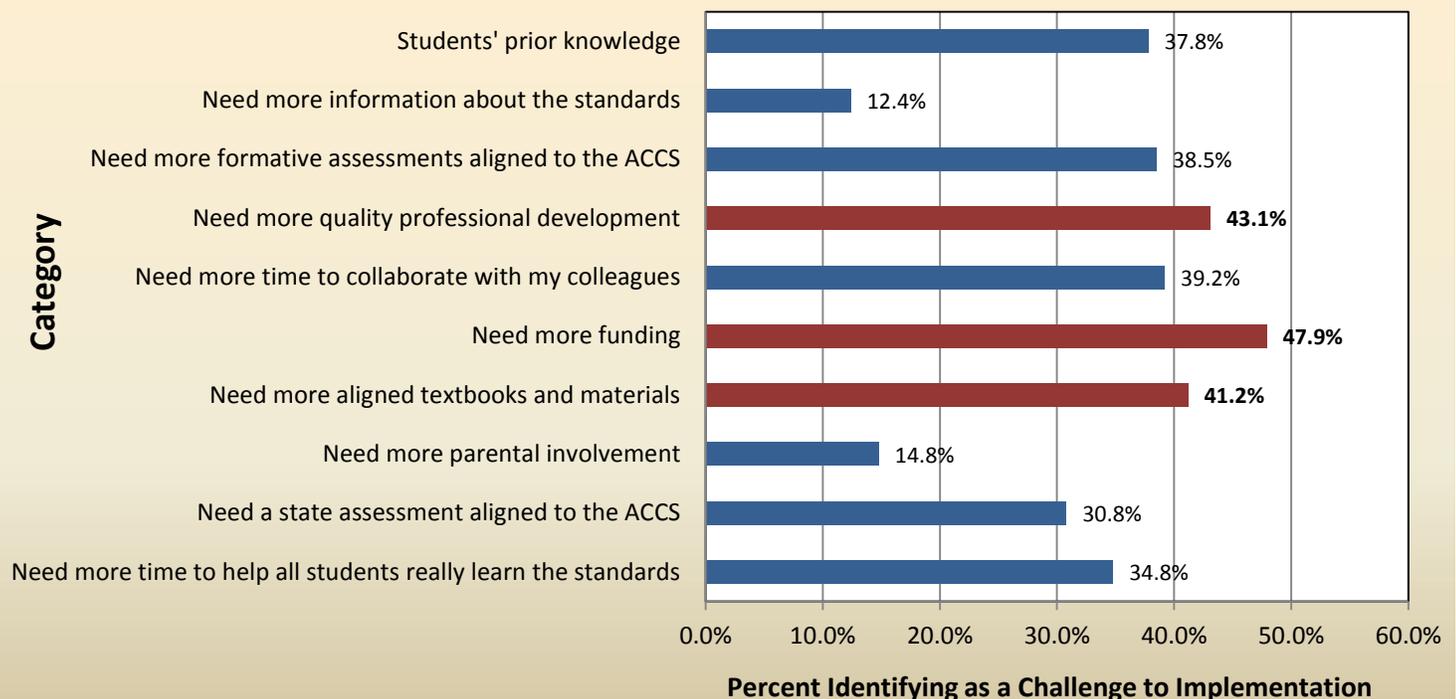


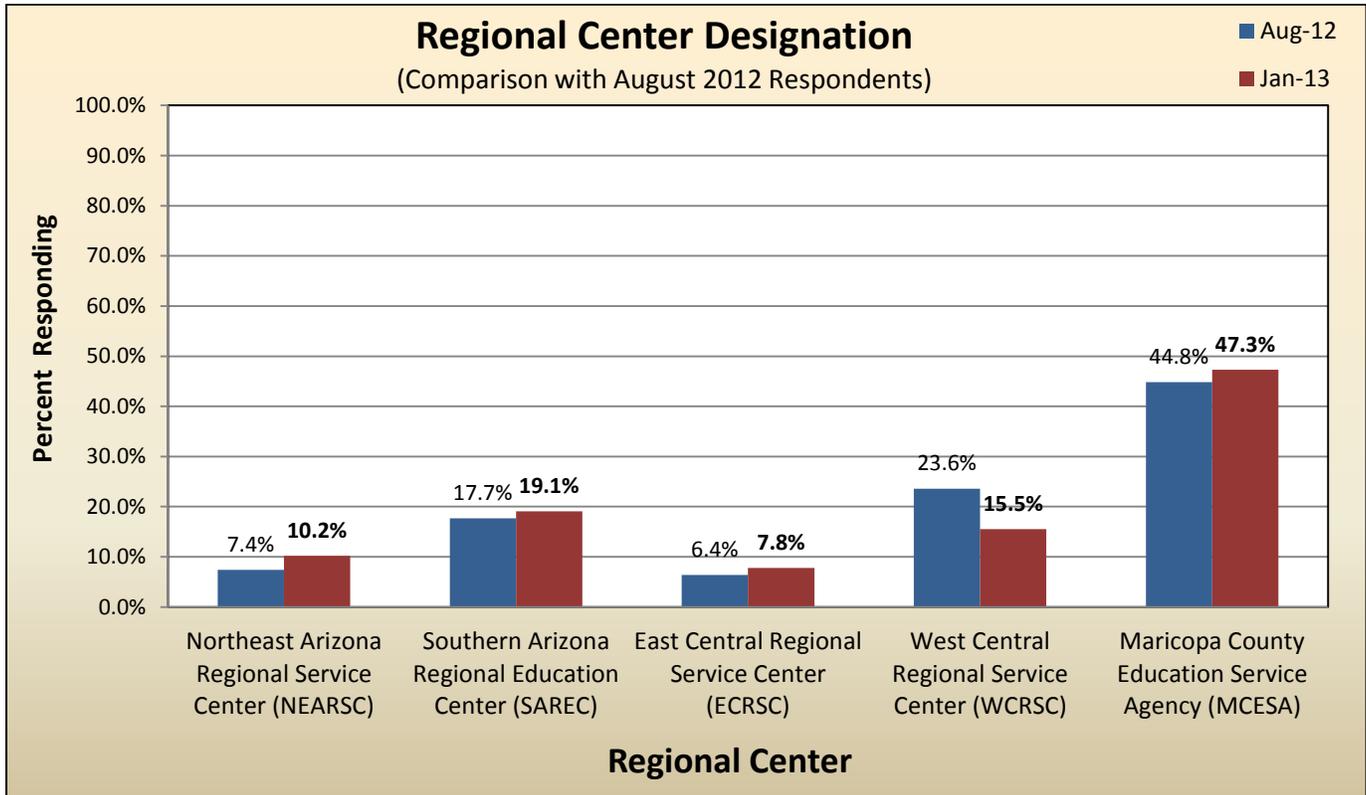


Desired Resources for School/District ACCS Implementation



Top Three Challenges to Implementing ACCS in Schools/Districts





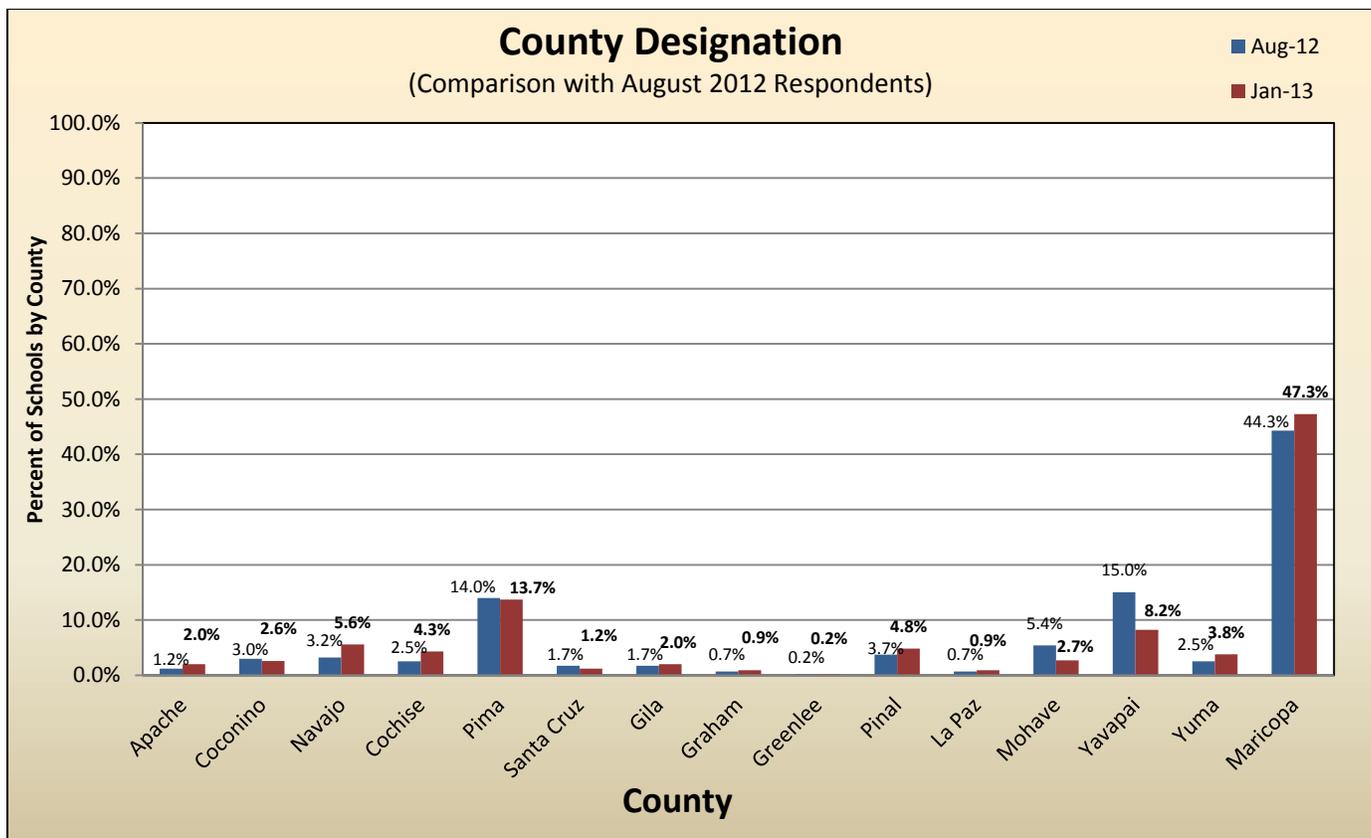
NEARSC: Apache, Coconino, Navajo

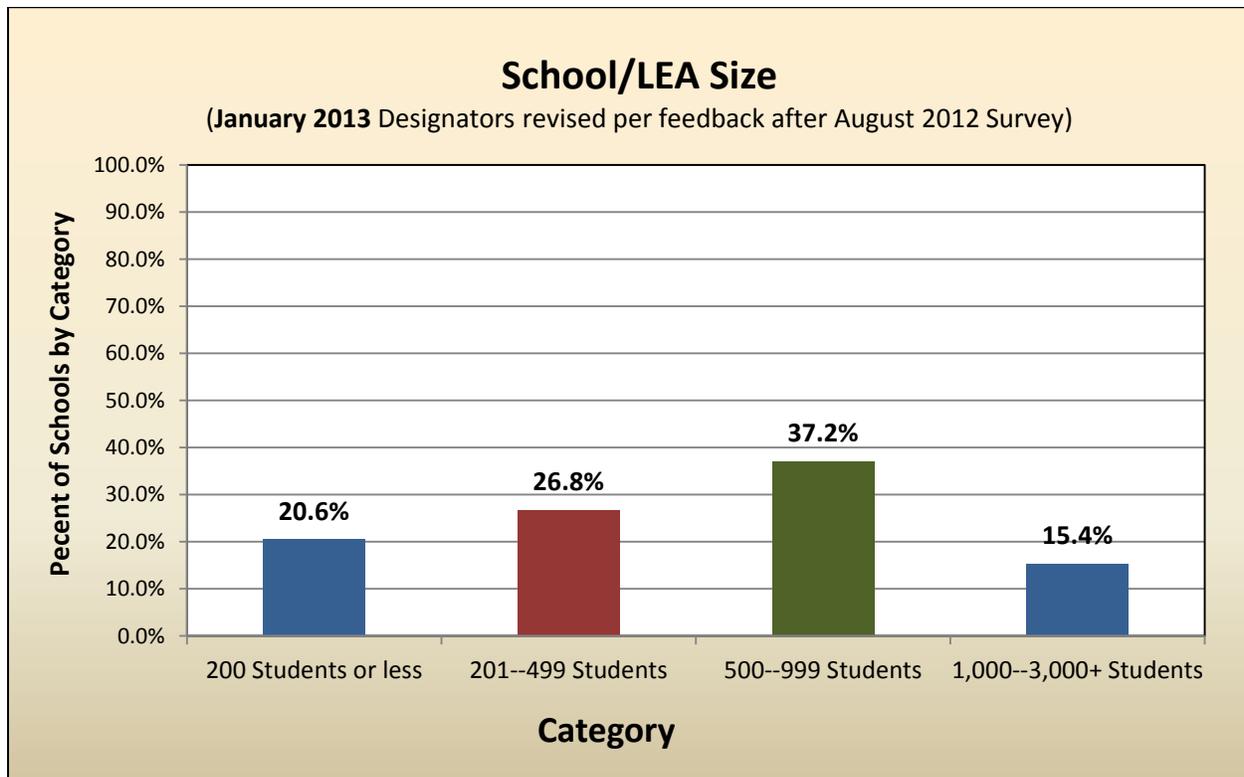
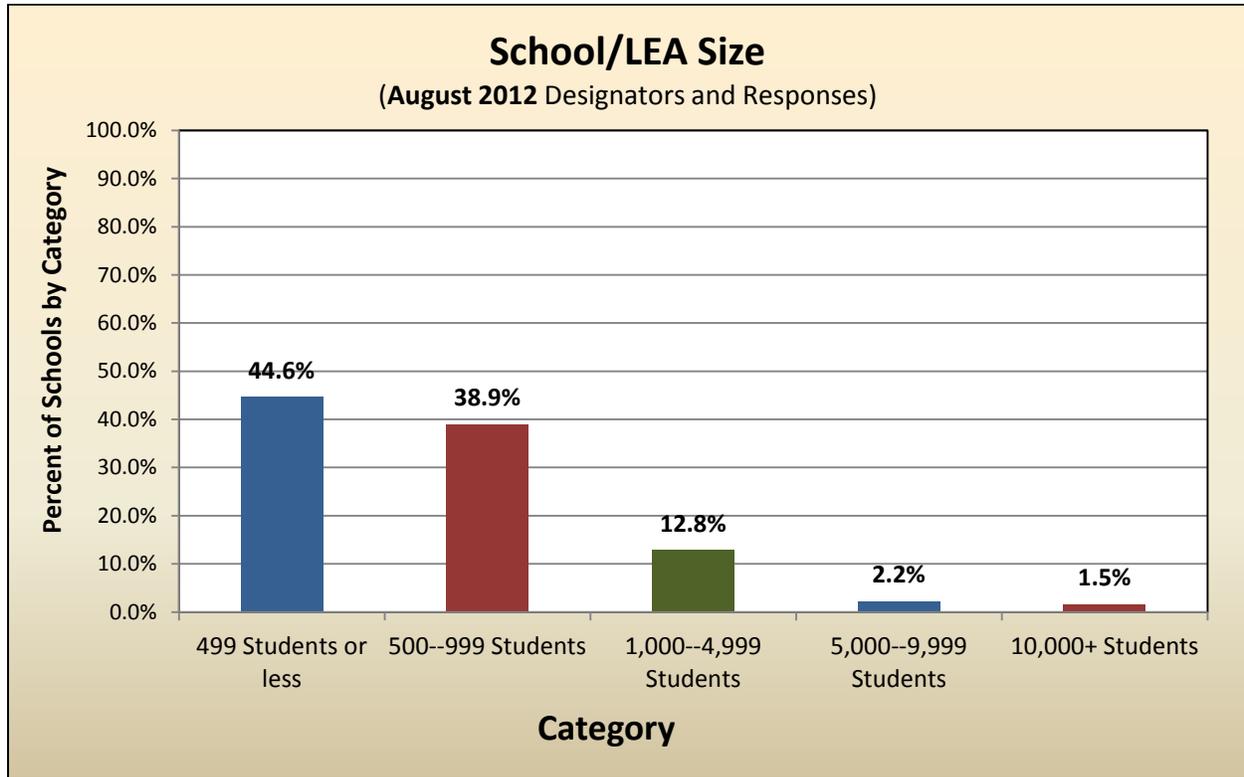
SAREC: Cochise, Pima, Santa Cruz

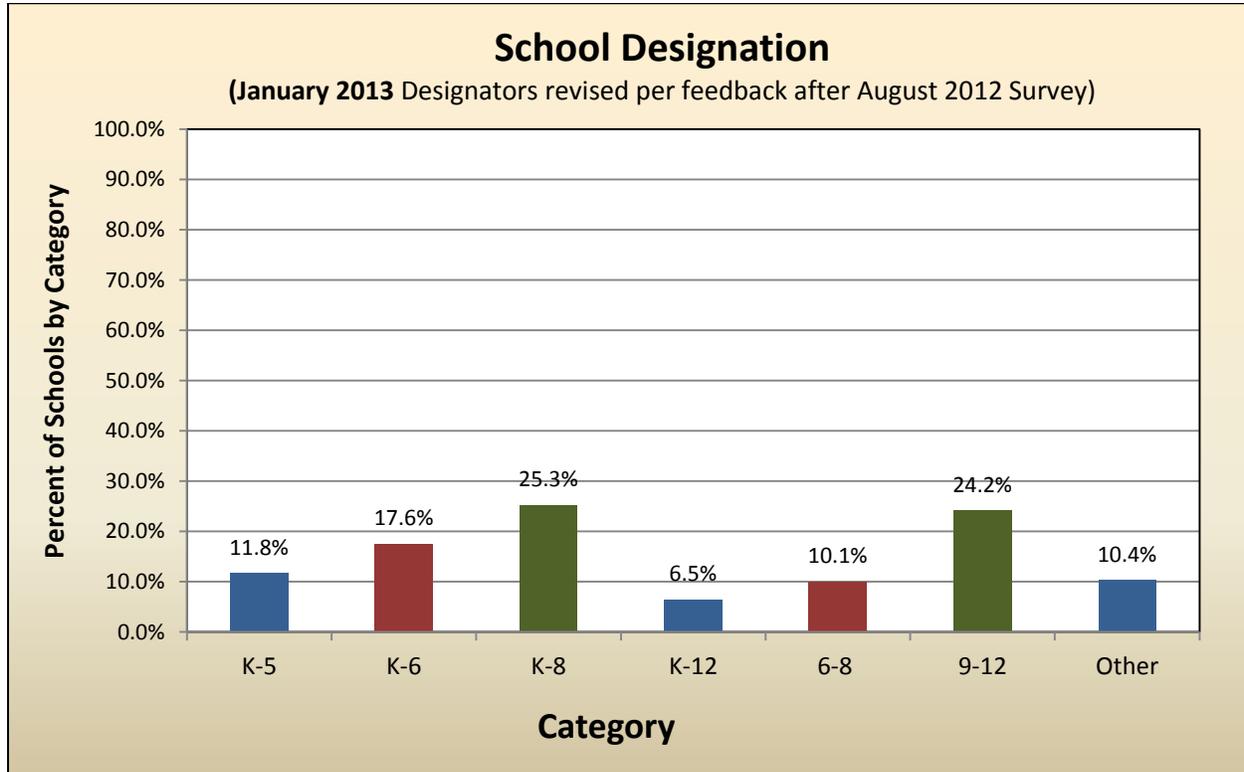
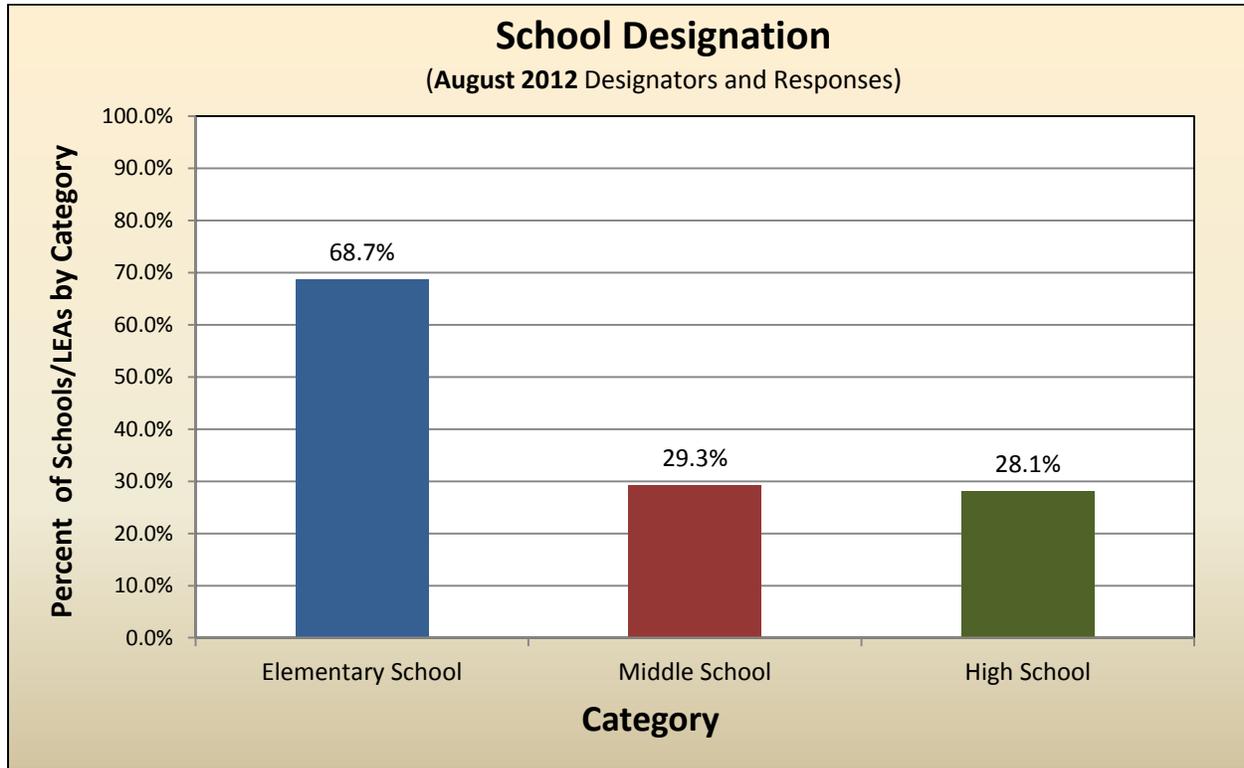
ECRSC: Gila, Graham, Greenlee, Pinal

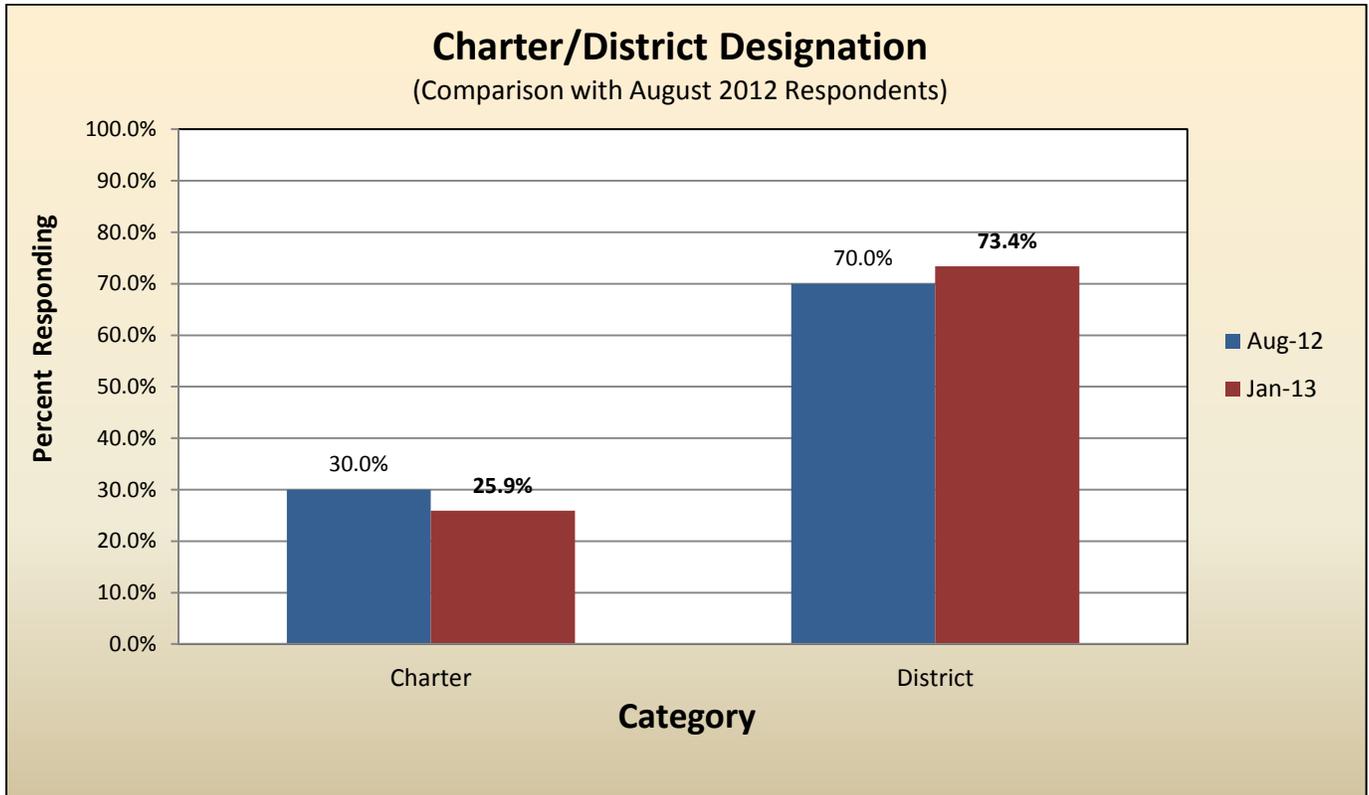
WCRSC: La Paz, Mohave, Yavapai, Yuma

MCESA: Maricopa









Responses by County

Responses for **Gila; Graham; Greenlee; Pinal; La Paz; Mohave; Yavapai; Yuma** Counties begin on page 14.

Responses by County							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
1. How much do you know about the standards your school must teach?							
Extremely knowledgeable	16.7%	13.3%	12.1%	12%	17.5%	14.3%	22.4%
Moderately knowledgeable	66.7%	73.3%	66.7%	68%	71.3%	85.7%	67.9%
Slightly knowledgeable	16.7%	13.3%	18.2%	20%	11.3%	0%	9.4%
Not at all knowledgeable	0%	0%	3%	0%	0%	0%	0.4%
2. Percent rating the following ELA practices “Very Important” to improving student learning:							
Providing students ongoing opportunities to write creatively, drawing from personal experiences	66.7%	40%	45.5%	60%	50%	57.1%	52.3%
Structuring opportunities for students to have conversations and develop arguments based on the texts they’ve read	58.3%	80%	72.7%	80%	78.8%	85.7%	78%
Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary, and the author’s craft prior to reading	75%	66.7%	63.6%	76%	69.6%	85.7%	69.1%
Creating learning experiences that build knowledge using informational texts, not just literature	91.7%	80%	78.8%	88%	76.3%	85.7%	86.2%
Providing instruction in academic vocabulary to support students’ understanding of complex text	75%	73.3%	72.7%	84%	77.5%	100%	77.5%
3. Which of the following are the central shifts required by the ACCS in ELA?							
Build students’ knowledge through content-rich non-fiction	58.3%	80%	90.9%	88%	81.3%	100%	84.5%
Provide students reading and writing experiences grounded in evidence from text, both literary and informational	66.7%	100%	81.8%	80%	91.3%	85.7%	94.9%
Strengthen students’ understanding of narrative text by making meaningful connections to their personal experiences	58.3%	46.7%	54.5%	48%	41.3%	42.9%	53.4%
Provide students different levels of text based on their reading abilities	25%	40%	48.5%	52%	30%	28.6%	44.8%
Provide regular opportunities for students to practice with complex grade-level text and its academic language	66.7%	86.7%	84.8%	88%	91.3%	85.7%	87.4%
4. Percent rating the following Math practices “Very Important” to improving student learning:							
Structuring class time for students to develop procedural skill and fluency in core operations (such as multiplication tables) so they can understand more complex topics	66.7%	33.3%	57.6%	80%	53.8%	57.1%	47.6%
Exposing students to a wide range of math topics within each grade level in preparation for their future learning	45.5%	40%	48.5%	40%	28.8%	57.1%	40.4%
Connecting student learning within and across grades so learning builds on foundations built in previous years	66.7%	73.3%	87.9%	92%	70.9%	71.4%	74.4%

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
Providing opportunities for students to apply math concepts to "real world" situations	91.7%	80%	87.9%	88%	78.8%	100%	86.9%
Maximizing student learning by teaching effective mnemonics and recall strategies as alternatives to conceptual understanding	25%	20%	37.5%	40%	24.4%	85.7%	30%
5. Which of the following are the central shifts required by the ACCS in Math?							
Focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning	58.3%	86.7%	78.8%	72%	86.3%	85.7%	87.4%
Create coherent progressions within the standards from grade to grade so student knowledge and skills build onto previous learning	83.3%	100%	87.9%	80%	91.3%	85.7%	91.3%
Introduce multiplication and division earlier in students' learning as foundations for math concepts taught in later years	41.7%	46.7%	36.4%	44%	46.3%	71.4%	43.3%
Develop students' conceptual understanding, procedural fluency, and their ability to apply math in context	91.7%	93.3%	87.9%	96%	93.8%	85.7%	93.5%
Teach each math topic as an independent, new concept that is distinct from topics taught earlier or later	25%	26.7%	3%	12%	8.8%	28.6%	15.2%
6. Number of Administrators receiving ACCS content training (with August 2012/January 2013 comparisons):							
English Language Literacy (ELA)	4/9	7/12	9/26	7/19	36/63	5/6	142/234
Mathematics	3/7	5/11	6/18	5/19	37/62	3/4	129/203
None	1/2	4/2	4/6	3/2	14/8	2/1	35/37
7. ACCS Training Providers:							
A staff member from my school or district	36.4%	38.5%	39.3%	27.3%	50.7%	33.3%	72.7%
A professional development provider from another district brought into my school or district	27.3%	30.8%	21.4%	13.6%	9.3%	16.7%	16.2%
Regional Center/County ESA	36.4%	23.1%	46.4%	36.4%	30.7%	16.7%	8.7%
ADE	45.5%	61.5%	60.7%	59.1%	53.3%	66.7%	32.8%
An independent professional development provider	54.5%	15.4%	10.7%	4.5%	29.3%	16.7%	24.9%
I don't know	9.1%	0%	3.6%	9.1%	4%	0%	3.6%
8. ACCS Resources offered to educators:							
Collaborative planning time dedicated to understanding and deconstructing the standards	33.3%	66.7%	72.7%	44%	67.5%	85.7%	80.1%
Collaborative planning time dedicated to aligning curriculum to the ACCS	33.3%	66.7%	66.7%	48%	70%	100%	78%
Content-focused trainings on the ACCS	41.7%	46.7%	33.3%	40%	58.8%	42.9%	66.1%
Lesson plans aligned to the ACCS	66.7%	33.3%	51.5%	52%	41.3%	57.1%	48.4%
Job-embedded training or coaching focused on ACCS implementation	33.3%	53.3%	33.3%	40%	35%	42.9%	46.9%
Resources on research/best practice in Common Core implementation	50%	46.7%	42.4%	40%	51.3%	42.9%	55.6%
Professional learning community focused on ACCS implementation	58.3%	60%	54.5%	48%	48.8%	42.9%	63.5%

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
9. Additional resources/training desired to provide support for ACCS learning and implementation:							
How to create collaborative planning time dedicated to understanding and deconstructing the standards	41.7%	20%	27.3%	40%	25%	42.9%	21.7%
How to facilitate collaborative planning time dedicated to aligning curriculum to the ACCS	41.7%	40%	39.4%	32%	32.5%	28.6%	27.4%
Content-focused trainings on the ACCS	66.7%	66.7%	72.7%	60%	53.8%	71.4%	53.8%
Lessons plans aligned to the ACCS	41.7%	33.3%	51.5%	60%	56.3%	28.6%	58.1%
Job-embedded training or coaching focused on ACCS implementation	58.3%	33.3%	39.4%	60%	37.5%	71.4%	39.7%
Resources on research/best practice in Common Core implementation	66.7%	66.7%	57.6%	56%	60%	57.1%	54.9%
How to develop and sustain a professional learning community focused on ACCS implementation	58.3%	46.7%	39.4%	40%	37.5%	42.9%	36.8%
10. Top challenges in implementing the ACCS in schools/districts:							
Students' prior knowledge	41.7%	53.3%	45.5%	32%	37.5%	28.6%	34.7%
Need more information about the standards	16.7%	20%	24.2%	20%	7.5%	14.3%	11.2%
Need more formative assessments aligned to the ACCS	33.3%	20%	21.2%	36%	43.8%	28.6%	42.6%
Need more quality professional development	66.7%	46.7%	39.4%	40%	55%	42.9%	43%
Need more time to collaborate with my colleagues	33.3%	26.7%	54.5%	32%	42.5%	14.3%	39.7%
Need more funding	50%	53.3%	45.5%	48%	42.5%	42.9%	45.8%
Need more aligned textbooks and materials	50%	53.3%	36.4%	56%	31.3%	28.6%	44%
Need more parental involvement	33.3%	6.7%	15.2%	20%	12.5%	14.3%	11.9%
Need a state assessment aligned to the ACCS	16.7%	20%	24.2%	20%	32.5%	57.1%	35.7%
Need more time to help all students really learn the standards	8.3%	33.3%	33.3%	52%	36.3%	14.3%	33.6%
11. Please indicate the Regional Center in which the educational institution(s) you represent are located (with August 2012/January 2013 comparisons):							
NEARSC	5/12	12/15	13/33	0/0	0/0	0/0	0/0
SAREC	0/0	0/0	0/0	10/25	57/80	7/7	0/0
ECRSC	0/0	0/0	0/0	0/0	0/0	0/0	0/0
WCRSC	0/0	0/0	0/0	0/0	0/0	0/0	0/0
MCESA	0/0	0/0	0/0	0/0	0/0	0/0	180/277
12. Please indicate your County:	5/12	12/15	13/33	10/25	57/80	7/7	180/277
13. Please indicate the size of the School/LEA you represent:							
200 students or less	33.3%	26.7%	21.2%	36%	21.3%	42.9%	13%
201-499 students	50%	26.7%	45.5%	40%	42.5%	14.3%	16.6%
500-999 students	16.7%	46.7%	30.3%	8%	21.3%	28.6%	49.8%
1,000-3,000+ students	0%	0%	3%	16%	15%	14.3%	20.6%

Responses by County (continued)							
Question/Item	Apache	Coconino	Navajo	Cochise	Pima	Santa Cruz	Maricopa
14. Please indicate your school designation:							
K-5	8.3%	6.7%	9.1%	12%	26.3%	28.6%	6.9%
K-6	8.3%	6.7%	12.1%	20%	12.5%	0%	21.7%
K-8	41.7%	13.3%	6.1%	24%	13.8%	42.9%	30.3%
K-12	0%	6.7%	6.1%	8%	8.8%	0%	7.2%
6-8	0%	20%	9.1%	12%	15%	14.3%	9%
9-12	25%	26.7%	39.4%	28%	22.5%	28.6%	21.7%
Other	16.7%	26.7%	24.2%	12%	6.3%	0%	8.7%
Please indicate whether your school is a Charter or a District (with August 2012/January 2013 comparisons):							
Charter	0/0	5/3	2/5	1/2	24/28	0/1	63/82
District	5/12	7/12	11/28	9/23	33/51	7/6	117/194
Other					/1		/1

Responses for Gila; Graham; Greenlee; Pinal; La Paz; Mohave; Yavapai; Yuma Counties:

Responses by County								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
1. How much do you know about the standards your school must teach?								
Extremely knowledgeable	41.7%	0%	0%	14.3%	0%	25%	22.9%	9.1%
Moderately knowledgeable	33.3%	60%	0%	75%	60%	68.8%	70.8%	68.2%
Slightly knowledgeable	16.7%	40%	100%	10.7%	40%	6.3%	6.3%	18.2%
Not at all knowledgeable	8.3%	0%	0%	0%	0%	0%	0%	4.5%
2. Percent rating the following ELA practices "Very Important" to improving student learning:								
Providing students ongoing opportunities to write creatively, drawing from personal experiences	50%	40%	100%	60.7%	60%	62.5%	43.8%	50%
Structuring opportunities for students to have conversations and develop arguments based on the texts they've read	50%	60%	100%	75%	80%	56.3%	77.1%	68.2%
Utilizing pre-reading strategies to help students fully understand a text through discussions of context, vocabulary, and the author's craft prior to reading	66.7%	0%	100%	75%	80%	75%	75%	63.6%
Creating learning experiences that build knowledge using informational texts, not just literature	75%	40%	100%	82.1%	80%	93.8%	79.2%	86.4%
Providing instruction in academic vocabulary to support students' understanding of complex text	58.3%	60%	100%	85.7%	100%	87.5%	89.6%	77.3%

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
3. Which of the following are the central shifts required by the ACCS in ELA?								
Build students' knowledge through content-rich non-fiction	58.3%	60%	0%	75%	60%	93.8%	85.4%	81.8%
Provide students reading and writing experiences grounded in evidence from text, both literary and informational	91.7%	100%	100%	71.4%	100%	100%	95.8%	95.5%
Strengthen students' understanding of narrative text by making meaningful connections to their personal experiences	58.3%	60%	100%	64.3%	20%	62.5%	54.2%	54.5%
Provide students different levels of text based on their reading abilities	66.7%	40%	0%	46.4%	0%	50%	52.1%	54.5%
Provide regular opportunities for students to practice with complex grade-level text and its academic language	83.3%	60%	0%	89.3%	100%	87.5%	83.3%	90.9%
4. Percent rating the following Math practices "Very Important" to improving student learning:								
Structuring class time for students to develop procedural skill and fluency in core operations (such as multiplication tables) so they can understand more complex topics	66.7%	40%	0%	64.3%	80%	62.5%	45.8%	50%
Exposing students to a wide range of math topics within each grade level in preparation for their future learning	58.3%	0%	0%	53.6%	0%	50%	43.8%	40.9%
Connecting student learning within and across grades so learning builds on foundations built in previous years	66.7%	40%	100%	78.6%	60%	87.5%	77.1%	81.8%
Providing opportunities for students to apply math concepts to "real world" situations	83.3%	80%	100%	78.6%	80%	93.8%	85.4%	90.9%
Maximizing student learning by teaching effective mnemonics and recall strategies as alternatives to conceptual understanding	50%	0%	0%	42.9%	40%	31.3%	33.3%	40.9%
5. Which of the following are the central shifts required by the ACCS in Math?								
Focus deeply on the concepts emphasized in the standards to help students build strong foundations for learning	66.7%	80%	100%	78.6%	80%	93.8%	83.3%	90.9%
Create coherent progressions within the standards from grade to grade so student knowledge and skills build onto previous learning	100%	60%	0%	82.1%	100%	87.5%	85.4%	86.4%
Introduce multiplication and division earlier in students' learning as foundations for math concepts taught in later years	41.7%	60%	0%	35.7%	60%	37.5%	54.2%	45.5%
Develop students' conceptual understanding, procedural fluency, and their ability to apply math in context	66.7%	80%	100%	92.9%	100%	100%	91.7%	100%
Teach each math topic as an independent, new concept that is distinct from topics taught earlier or later	33.3%	0%	0%	17.9%	0%	12.5%	16.7%	9.1%

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
6. Number of Administrators receiving ACCS content training (with August 2012/January 2013 comparisons):								
English Language Literacy (ELA)	5/7	1/3	0/0	12/20	3/4	15/9	47/43	9/21
Mathematics	3/7	1/4	1/0	12/22	3/3	14/11	39/35	7/19
None	2/3	2/1	0/1	3/5	0/1	6/5	12/3	1/1
7. ACCS Training Providers:								
A staff member from my school or district	30%	50%	0%	82.6%	50%	50%	30.4%	28.6%
A professional development provider from another district brought into my school or district	50%	0%	0%	13%	0%	42.9%	10.9%	4.8%
Regional Center/County ESA	60%	50%	0%	17.4%	50%	7.1%	43.5%	4.8%
ADE	40%	75%	0%	21.7%	25%	50%	71.7%	66.7%
An independent professional development provider	0%	0%	0%	17.4%	0%	50%	17.4%	38.1%
I don't know	10%	0%	0%	13%	0%	7.1%	2.2%	14.3%
8. ACCS Resources offered to educators:								
Collaborative planning time dedicated to understanding and deconstructing the standards	33.3%	80%	0%	75%	80%	75%	79.2%	63.6%
Collaborative planning time dedicated to aligning curriculum to the ACCS	41.7%	80%	0%	64.3%	80%	56.3%	77.1%	54.5%
Content-focused trainings on the ACCS	75%	60%	100%	57.1%	60%	56.3%	62.5%	50%
Lesson plans aligned to the ACCS	58.3%	80%	0%	32.1%	80%	81.3%	43.8%	40.9%
Job-embedded training or coaching focused on ACCS implementation	8.3%	20%	100%	46.4%	60%	56.3%	43.8%	40.9%
Resources on research/best practice in Common Core implementation	58.3%	0%	0%	60.7%	100%	75%	70.8%	54.5%
Professional learning community focused on ACCS implementation	66.7%	20%	100%	42.9%	80%	56.3%	47.9%	36.4%
9. Additional resources/training desired to provide support for ACCS learning and implementation:								
How to create collaborative planning time dedicated to understanding and deconstructing the standards	33.3%	40%	0%	17.9%	20%	18.8%	18.8%	18.2%
How to facilitate collaborative planning time dedicated to aligning curriculum to the ACCS	41.7%	40%	0%	39.3%	20%	37.5%	22.9%	27.3%
Content-focused trainings on the ACCS	66.7%	60%	100%	53.6%	20%	37.5%	60.4%	45.5%
Lesson plans aligned to the ACCS	66.7%	40%	100%	57.1%	60%	43.8%	43.8%	45.5%
Job-embedded training or coaching focused on ACCS implementation	66.7%	60%	100%	50%	60%	31.3%	39.6%	36.4%
Resources on research/best practice in Common Core implementation	41.7%	80%	0%	53.6%	80%	62.5%	52.1%	45.5%
How to develop and sustain a professional learning community focused on ACCS implementation	41.7%	60%	0%	35.7%	20%	31.3%	41.7%	36.4%

Responses by County (continued)								
Question/Item	Gila	Graham	Greenlee	Pinal	La Paz	Mohave	Yavapai	Yuma
10. Top challenges in implementing the ACCS in schools/districts:								
Students' prior knowledge	50%	20%	0%	39.3%	80%	62.5%	39.6%	31.8%
Need more information about the standards	25%	60%	0%	17.9%	0%	6.3%	4.2%	13.6%
Need more formative assessments aligned to the ACCS	41.7%	40%	0%	39.3%	20%	18.8%	33.3%	40.9%
Need more quality professional development	41.7%	40%	100%	42.9%	0%	25%	35.4%	36.4%
Need more time to collaborate with my colleagues	41.7%	40%	0%	39.3%	20%	12.5%	41.7%	40.9%
Need more funding	50%	60%	100%	46.4%	60%	43.8%	72.9%	36.4%
Need more aligned textbooks and materials	16.7%	60%	100%	35.7%	40%	50%	39.6%	36.4%
Need more parental involvement	50%	20%	0%	10.7%	40%	18.8%	25%	4.5%
Need a state assessment aligned to the ACCS	41.7%	40%	0%	21.4%	0%	18.8%	25%	27.3%
Need more time to help all students really learn the standards	41.7%	0%	0%	28.6%	40%	50%	35.4%	45.5%
11. Please indicate the Regional Center in which the educational institution(s) you represent are located (with August 2012/January 2013 comparisons):								
NEARSC	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
SAREC	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
ECRSC	7/12	3/5	1/1	15/28	0	0/0	0/0	0/0
WCRSC	0/0	0/0	0/0	0/0	3/5	22/16	61/48	10/22
MCESA	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
12. Please indicate your County:	7/12	3/5	1/1	15/28	3/5	22/16	61/48	10/22
13. Please indicate the size of the School/LEA you represent:								
200 students or less	58.3%	20%	100%	25%	60%	6.3%	39.6%	9.1%
201-499 students	16.7%	40%	0%	17.9%	20%	37.5%	35.4%	36.4%
500-999 students	25%	40%	0%	39.3%	20%	43.8%	16.7%	36.4%
1,000-3,000+ students	0%	0%	0%	17.9%	0%	12.5%	8.3%	18.2%
15. Please indicate your school designation:								
K-5	16.7%	0%	0%	14.3%	0%	18.8%	10.4%	22.7%
K-6	16.7%	20%	0%	25%	0%	25%	8.3%	18.2%
K-8	16.7%	20%	0%	25%	60%	12.5%	35.4%	13.6%
K-12	0%	0%	0%	3.6%	0%	12.5%	6.3%	0%
6-8	8.3%	0%	0%	7.1%	0%	6.3%	6.3%	22.7%
9-12	41.7%	60%	100%	25%	0%	12.5%	25%	22.7%
Other	33.3%	20%	0%	0%	40%	18.8%	8.3%	4.5%
Please indicate whether your school is a Charter or a District (with August 2012/January 2013 comparisons):								
Charter	1/2	1/1	0/0	4/7	0/0	3/5	18/13	0/3
District	6/9	2/4	1/1	11/21	3/5	19/11	43/25	10/18
Other	/1							/1