

## SC - Alternative Assessments

**Agency:** 350 Office of Superintendent of Public Instruction  
**Budget Period:** 2013-15

### **Recommendation Summary Text:**

With the state's transition to the Common Core State Standards (CCSS), the alternate assessment (assessment for students with the most significant cognitive challenges, aka the "1% test") requires migration from its current standards to supporting the testing associated with the CCSS. The Superintendent is requesting \$665,000 in the 13-15 biennium to align its alternative assessments with Common Core standards.

### **Fiscal Detail**

<b>Operating Expenditures</b>		<b>FY 2014</b>	<b>FY 2015</b>	<b>Total</b>
General Fund	001-01	\$498,000	\$167,000	\$665,000
<b>Total Cost</b>				

<b>Staffing</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>Annual Avg.</b>
<b>Total FTEs Requested</b>	0.0	0.0	0.0

### **Package Description**

#### **Background**

The agency needs to develop, and have ready, an alternate assessment aligned to standards associated with the CCSS, for which testing begins in school year 2014-2105. The long-term plan is to transition to a consortium developed assessment (like Smarter Balanced); however, in the interim, OSPI must develop an alternative assessment that meets CCSS.

#### **Current Situation**

#### **Proposed Solution**

OSPI will develop the tools to transition the field practitioners from the current alternate assessment format, using an incremental process that will result in measurement of students with the most significant cognitive challenges against standards linked to the Common Core. Incremental steps are intended to shift field practitioners from assessment tasks built on current state alternate standards to standards that are aligned with the Common Core, followed by a shift to a testing format where students perform in an on-demand environment rather than a portfolio of student engagements.

This decision package provides resources to contract for development of the incremental tools, the necessary review meetings to establish technical fidelity to recognized testing practices, and teacher supports to assist with implementation, which includes training exercises.

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### **Contact person**

Division Lead – Robin Munson, 725-6336

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Program Supervisor – Mike Middleton, 725-6434

### **Narrative Justification and Impact Statement**

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

Successful accomplishment of proposed activities will result in continued assessment of students with the most significant cognitive challenges with an instrument corresponding with the Common Core, and that continues to meet federal assessment requirements for students with disabilities. The incremental move to the long-term design will commence with the 2014-2015 administration.

#### **Performance Measure Detail**

Describe performance measures that will be tracked to gauge success of the program.

Implementation of alternative assessments that are aligned to CCSS by school year 2014-2015.

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

No Child Left Behind (NCLB) requires assessments to align with state standards. This decision package will ensure that alternative assessments are transitioned to meet CCSS.

#### **Reason for change:**

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

While specific to state and federal priorities revolving around state, district, and school accountability and early designs associated with HB 1209 (1993) education reform designs, the transition to a new alternate assessment, accomplish similar intent as other initiatives to build a world class education system supporting students with the most significant cognitive challenges.

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

The alternate assessment is a critical part of the comprehensive assessment program required of the state in fulfilling varying accountability requirements. In the case of the alternate assessment, measures are provided for students with the most significant cognitive challenges.

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

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Districts, schools, parents and students have vested interest in the development and administration of assessments appropriate to the abilities of the student with the most significant cognitive challenges. Though not the long-term design expected for the state assessment program, the transitional steps being proposed will be met with acceptance once the agency communicates the intent and the reasons for the incremental transition.

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

Districts, schools and students are required to administer an assessment aligned to alternate standards linked to the state's general learning standards, in this case the Common Core. The referenced activities provide for this new assessment in a smooth and controlled fashion for the field.

### **Impact on Other State Programs**

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

After consideration of current progress to date of the multi-state consortium that WA is working with (and the expectations for near-term accomplishments against the project plan), plus staff reflection on the status of field readiness toward making the transition to a new alternate assessment that is difference in design to the current state assessment, the agency has determined that interim steps should be pursued in completing the alternate assessment change-over. The referenced activities of this decision package accomplish the needed steps to move effectively through the interim process while providing the agency the latitude to continue pursuit of the planned transition to the assessment being developed by a multi-state consortium.

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

Alternative assessments given in 2014-2015 will not be aligned with state standards and therefore will not meet federal compliance requirements.

#### **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

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### **Expenditure Calculations and Assumptions:**

This request is for resources to contract for vendor development support of incremental tools, and solicit for teachers to assist with development of the assessment, review and testing of the assessment and training exercises to help schools understand what has changed.

Travel costs are to convene educator review meetings to establish technical fidelity with recognized testing practices.

With the majority of activities would be supported by contract (third party facilitation to ensure objectivity in the development process) the agency will develop the tools to transition the field practitioners from the current alternate assessment design through incremental steps that will result in measurement of students with the most significant cognitive challenges against standards linked to the Common Core.

### **Object Detail**

		<b>FY 2014</b>	<b>FY 2015</b>	<b>Total</b>
A	Salary and Wages	\$0	\$0	\$0
B	Employee Benefits	\$0	\$0	\$0
C	Contracts	\$482,000	\$119,000	\$601,000
E	Goods/Services	\$0	\$0	\$0
G	Travel	\$16,000	\$48,000	\$64,000
J	Equipment	\$0	\$0	\$0
N	Grants	\$0	\$0	\$0
	Interagency Reimbursement	\$0	\$0	\$0
	Other	\$0	\$0	\$0
<b>Total Objects</b>		<b>\$498,000</b>	<b>\$167,000</b>	<b>\$665,000</b>

### **Expenditures & FTEs by Program**

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2014	FY 2015	Avg	FY 2014	FY 2015	Total
A003 Assessment	055				\$498,000	\$167,000	\$665,000
					\$0	\$0	\$0
<b>Total Activities</b>					<b>\$498,000</b>	<b>\$167,000</b>	<b>\$665,000</b>

### **Six-Year Expenditure Estimates**

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Fund	13-15 Total	15-17 Total	17-19 Total
<b>General Fund</b>	<b>\$665,000</b>	<b>\$0</b>	<b>\$0</b>
		<b>\$0</b>	<b>\$0</b>
<b>Expenditure Total</b>	<b>\$665,000</b>	<b>\$0</b>	<b>\$0</b>
<b>FTEs</b>			

**Distinction between one-time and ongoing costs:**

Costs are in 2013-15 biennium only.

**Budget impacts in future biennia:**

None.