

Proposed Changes to the Assessment System, RB

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

Recommendation Summary Text (Short Description):

The Superintendent is requesting a reduction of \$30,937,000 and adjustments to existing statutes to change the phase-in schedule for high school math and science assessments. This would require changes in state law, and the Superintendent’s office is drafting companion agency request legislation. This request addresses the following adjustments that make the implementation schedule more appropriate for school districts and schools, create a fairer system for students, and reduce the costs of implementation in the 2011-13 biennium. Specifically, this request includes; (1) reducing the one time increase in scoring costs created by the implementation of the new mathematics end of course assessments, (2) eliminating the state funded diagnostic testing funding (3) limiting collection of evidence reimbursements to 12th graders, and (4) delaying the implementation of the science end of course assessment as a graduation requirement to the class of 2017.

Fiscal Detail

Operating Expenditures		FY 2012	FY 2013	Total
General Fund	001-01	\$(2,023,000)	\$(24,514,272)	\$(26,537,272)
Education Legacy Fund	08A-1	\$(2,200,000)	\$(2,200,000)	\$(4,400,000)
Total Cost		\$(4,223,000)	\$(26,714,272)	\$(30,937,272)

Staffing	FY 2012	FY 2013	Annual Avg.
Total FTEs Requested	(1.3)	0	(.7)

Package Description

(1) Reducing the one time scoring increase associated with implementation of end of course mathematics assessments (reduction of \$1.596 million)

This request would allow students to meet the graduation requirement by taking and passing one of the two end of course assessments that are available until new standards are adopted and the assessment system is developed and aligned to those standards. For example, it would allow students who are enrolled in geometry in the current year to meet graduation requirements by passing the geometry end of course assessment – and not requiring that student to pass the algebra end of course assessment. This change in the requirement allows students to be tested on material that they learn in the same year. Conceptually, this would eliminate the bow wave impact associated with implementing the end of course assessment. Exact language of legislation and implementation will impact the assumptions made in the previously submitted assessment system decision package.

Proposed Changes to the Assessment System, RB

(2) Eliminating the state diagnostic testing funds (reduction of \$4.4 million)

This request eliminates diagnostic testing funds that are currently allocated to the Office of the Superintendent of Public Instruction from the Education Legacy Fund. As the State of Washington belongs to the Smarter Balanced Assessment Consortium of States and received a grant to develop a diagnostic, formative and summative system – the Superintendent believes this funding to be duplicative. While formative and diagnostic testing remains a top priority for the Superintendent, continuing the state funding is not appropriate given the state grant.

(3) Limit Mathematics Collection of Evidence to 12th graders. (reduction of \$4.4 million)

Under this option students in high school who fail to pass the end of course assessments would continue to have the option of submitting a collection of evidence. However, the state would only pay for one submission and this would be limited to those who have developed a collection through their junior year. This would provide schools and students extra time to ensure that the collections of evidence submitted meet the requirements for graduation and would limit the cost for preparation and grading the collections. This estimate still anticipates an increase in the number of collection of evidence submissions compared to previous years, but a reduction compared to the previous estimate from the prior decision package submitted. Exact language of legislation and implementation will impact the assumptions made in the previously submitted assessment system decision package.

(4) Science Collection of Evidence Development and Implementation delayed until the 2013-15 biennium (reduction of \$20.53 million) – The provision and the timing of the science assessment as a graduation requirement drives costs associated with the alternative assessment collection of evidence (COE). By delaying the implementation of the graduation requirement until the graduating class of 2017, the costs associated with development and implementation of the collection of evidence can be delayed until the 2013-15 biennium.

All assumptions for this item were included in a prior Maintenance Level Decision Package.

Contact person

Shawn Lewis, (360) 725-6292
Shawn.Lewis@k12.wa.us

Performance Measure Detail

This request supports the Superintendent's strategic priority of increasing student achievement and reducing student dropouts.

Impact on Clients and Services

Proposed Changes to the Assessment System, RB

None

Impact on Other State Programs

None

What are the consequences of not funding this package?

Inadequate funding for this activity could require the legislature to suspend state laws addressing state assessment components of high school graduation requirements; and depending on the magnitude of the shortfall, could jeopardize federal funding for education.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change? None

Expenditure and Revenue Calculations and Assumptions

Expenditure Calculations and Assumptions:

Science Collection of Evidence Development and Implementation

COE Development	(\$151,000)	\$0
COE Contracts		\$(11,849,472)
COE Payments to Districts		\$(8,524,800)

Mathematics Collection of Evidence Redesign and Implementation

COE Payments to Districts	\$(276,000)	\$(4,140,000)
---------------------------	-------------	---------------

Object Detail

		FY 2012	FY 2013	Total
A	Salary and Wages	\$(89,409)		\$(89,409)
B	Employee Benefits	\$(43,474)		\$(43,474)
C	Contracts	\$(3,796,000)	\$(14,049,472)	\$(17,845,472)
E	Goods/Services	\$(7,737)		\$(7,737)
G	Travel	\$(10,380)		\$(10,380)
J	Equipment			
N	Grants	\$(276,000)	\$(12,664,800)	\$(12,940,800)
	Interagency Reimbursement			
	Other			
Total Objects		\$(4,223,000)	\$(26,714,272)	\$(30,937,272)

Expenditures & FTEs by Program

Proposed Changes to the Assessment System, RB

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2012	FY 2013	Avg	FY 2012	FY 2013	Total
A003 –Student Assessment	010	(1.3)	0	(.7)	\$(2,023,000)	\$(24,514,272)	\$(26,537,272)
A003 –Student Assessment	055	0	0	0	\$(2,200,000)	\$(2,200,000)	\$(4,400,000)
Total Activities		(1.3)	0	(.7)	\$(4,223,000)	\$(26,714,272)	\$(30,937,272)

Six-Year Expenditure Estimates

Fund	11-13 Total	13-15 Total	15-17 Total
General Fund	\$(26,537,272)	\$(20,530,000)	0
Education Legacy Fund	\$(4,400,000)	\$(4,400,000)	0
Expenditure Total	\$(30,937,272)	0	0
FTEs	(.7)	0	0

Budget impacts in future biennia:

As long as there is a state assessment requirement, alternative assessments will continue. As history of submittal rates develop, it is anticipated that fewer supplemental requests will be necessary as projections will be easier.