

## Washington Comprehensive Assessment System

- Purpose:** The purpose of the program is to develop and administer a statewide assessment system to the requisite student population in the state of Washington. Presently annual assessments for accountability purposes include Grades 3 through 8 in English language arts/literacy (ELA) and mathematics, and Grades 5 and 8 in science, and one grade of high school in each of the three content areas. Prior to school year 2014-2015, Washington administered the high school assessment for accountability at Grade 10. With adoption of the college and career ready standards and assessments, high school accountability testing was shifted to Grade 11 for school years 2014-2015, 2015-2016, and 2016-2017. Recent passage of ESHB 2224 re-establishes high school accountability testing at Grade 10 for ELA and math.

Washington continues to have assessment-related graduation requirements, requiring high school students to demonstrate knowledge and skill attainment commensurate with being at or above the proficiency level on tests in ELA and mathematics. NOTE: With legislative action at the close of the 2017 session, the graduation requirement for science was again deferred for the Classes of 2017 through 2020. Participation in a science assessment in high school is still required under the accountability plan for students in the classes of 2018 through 2020.

Once an accountability assessment is accessed students who are unsuccessful in meeting the minimum required performance may choose to pursue retesting in the content or use alternatives for fulfilling the assessment graduation requirements.

**Description of services provided:** OSPI, in conjunction with assistance from contractors:

- implements the needed activities to develop items/tasks and corresponding assessments aligned to the existing learning standards;
- designs and makes ready for student access the required test booklets or online delivery formats;
- outlines procedures for delivery and return of all test materials;
- facilitates scoring of all student work;
- manages the means for processing all associated data for purposes of reporting on performance.

Efforts also conducted with contractors involve providing an alternate assessment to students with IEPs identified as having significant cognitive challenges.

### 2. Beneficiaries in 2016-17 School Year:

<b># of School Districts:</b>	295
<b># of Schools:</b>	2,178
<b># of Students:</b>	1,102,579
<b>Other:</b>	4 Tribal Compact schools; 8 charter schools

<b>FY17 Funding:</b>	<b>State Appropriation:</b>	\$36.6 million
	<b>Federal Appropriation:</b>	\$8.1 million
	<b>Other fund sources:</b>	<u>\$675 thousand</u>
	<b>TOTAL (FY17)</b>	\$45.4 million

3. **Are federal or other funds contingent on state funding? If yes, explain.** Yes. Title 1 funds from the federal government are linked to the state implementation of an assessment program; the financial responsibility for the program is a shared expense.
4. **First year funded:** 1997
5. **State funding since inception:**

Fiscal Year	Amount
FY17	\$36.6 million
FY16	\$29.1 million
FY15	\$39.6 million
FY14	\$38.0 million
FY13	\$41.6 million
FY12	\$40.8 million
FY11	\$36.1 million
FY10	\$35.2 million
FY09	\$43.6 million
FY08	\$26.6 million
FY07	\$21.8 million

6. **Number of beneficiaries (e.g., schools, students, districts) since inception: Districts**

Fiscal Year	# of districts
FY17	295
FY16	295
FY15	295
FY14	295
FY13	295
FY12	295
FY11	295
FY10	295
FY09	295
FY08	295
FY07	295

7. **Average and range of funding per beneficiary, 2016-17 school year:** Funds are not allocated on a per beneficiary basis, but expended on program deliverables established by the SEA (and managed via contract with supporting vendors).

8. **Programmatic changes since inception (if any):**

A. In the years 1997, 1998 and 1999, the state began assessment of the content areas of reading, writing, and mathematics at Grade 4, 7, and 10, successively. In 2004, the state added science in Grade 8 and 10, and in 2005 added science in Grade 5. In 2006, based on the federal mandate in No Child Left Behind, the state began administering additional assessments in reading and mathematics at Grades 3, 5, 6, and 8. In 2009 and 2010 the assessments were modified to lessen the loss of instructional time through shortened assessments, resulting in less administration time.

Starting in 2010 administration the State began to introduce online testing starting in the middle schools grades of 6, 7, and 8 and testing in the content areas of reading and mathematics. In successive years the State began online testing in grades 4 and 5 then grade 3 and also introduced science. Through the 2014 administration online participation across grades 3-8 and content areas accounted for approximately 50% of statewide testing.

With the 2015 administration, the state moved to a new assessment instrument in ELA and math (Smarter Balanced), as well as moved more fully to an online delivery format. By 2017, more than 99% of Smarter Balanced math and ELA tests were online.

In 2017-18, the high school test for ELA and mathematics will shift to 10<sup>th</sup> grade (it has been an 11<sup>th</sup> grade assessment since 2015 when Smarter Balanced was implemented).

B. Standards associated with ELA and math assessments are aligned to Washington's K-12 Learning Standards (college and career readiness standards), whether comprehensive measures of skills and knowledge (both Smarter Balanced ELA and math) or designed as end-of-course assessments (EOC Math). Science assessments remain aligned to state learning standards adopted in 2009; comprehensive measures in grades 5 and 8 with EOC Biology assessed in high school. Washington intends to transition in SY2017-2018 to science assessments aligned to the *Washington State 2013 K-12 Science Learning Standards* (based on Next Generation Science Standards adopted in 2013).

C. In the case of the alternate assessment, the state first administered its portfolio assessment in 2001 and did so through the 2014 administration. In 2011, the alternate assessment added more breadth to the assessable standards available for student engagement while attempting to add greater depth in the level of complexity of the standards extensions intended for student use in assessing skills and knowledge. With the 2013 administration, data collection rules were revised to require greater academic alignment to grade-level learning standards and through added performance skill points that are evaluated (scored). Further adaptations to the alternate assessment have occurred in successive years to acknowledge changes in the general assessment, specifically the expectations in high school.

With the 2015 administration a new alternate assessment was implemented that addressed design changes in the test, as well as integrated ideas of new learning standards in ELA and math. Science was reformatted to match the design, but was linked to the state learning standards adopted in 2009. The *Washington Access to Instruction & Measurement (WA-AIM)* is

designed as a performance-based assessment of students with the most significant cognitive challenges. Each content area is assessed against five learning standards, using a pre- and post-testing format; the pre-test establishes the appropriate level of complexity to use with students, while the post-test is the actual annual measure of the students' learning for the academic year. SY2017-2018 will see the WA-AIM assessment shift the science portions (grades 5, 8, and 11) to the *Washington State 2013 K-12 Science Learning Standards*.

- D. In spring 2016 OSPI administered its fourth iteration of an English language proficiency assessment. The 2016 assessment was developed by the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21) consortium, an original ten-state collaborative funded by a U.S. Department of Education grant. The ELPA21 assessment is aligned to the English language proficiency standards adopted by the state in 2013. With new assessments, new processes for reporting and interpreting scores are needed and thus OSPI is working with the field to assist with this transition.

- 9. **Evaluations of program/major findings:** The State has recognized numerous opportunities for enhancements and upgrades to the assessment program, some which OSPI has been able to implement at a technical level, while others have called for larger stakeholder (i.e., legislative) policy decisions. OSPI continues to evaluate, in collaboration with its peer states and supporting service providers, further opportunities to enhance overall program effectiveness.
- 10. **Major challenges faced by the program:** Maintaining a high quality assessment system while continuing to be cost-effective is an ongoing challenge. The State's participation in a multi-state consortium, *Smarter Balanced*, has recognized most of the cost efficiencies associated with scale, while maintaining the tenets of high quality assessments. Development of a new science assessment may also provide further reductions in cost as the State intends to leverage development work across several states.

With passage of ESHB 2224, amending the pathways students can apply to fulfilling state assessment graduation requirements, one significant change was elimination of the student work-sample alternative, the Collection of Evidence (COE). Eliminating this assessment alternative results in a budget reduction of approximately \$7.4M, annually. Other earlier assessment alternatives remain (e.g., SAT/ACT, AP/IB, Grades Comparison, etc.), while additional alternatives have been introduced (e.g., transition courses, use of dual credit, etc.).

- 11. **Future opportunities:** (a) OSPI continues to work both independently, where needed, and with other states in its development activities supporting the transition to assessments aligned to Next Generation Science Standards. Previous work with the Science Assessment Item Collaborative (SAIC) is being leveraged in support of the early steps in developing the eventual state science assessments (e.g., item specifications, item type structures, prototype items), while OSPI's collaboration with its current assessment vendors and other states is producing the needed test items for piloting in preparation for operational testing in spring 2018. With the first administration of the new science assessments in spring 2018, further development will be ongoing as student response informs possible exploration of assessment enhancement.

On December 10, 2015 the Every Student Succeeds Act (reauthorization of the Elementary and Secondary Education Act of 1965) was enacted; a major piece of the new law will see states design new accountability systems incorporating additional elements of educational performance (e.g.,

English language proficiency of identified English learners, school quality measures) into the state plans. After more than a year of engagement with various state stakeholders and applying lessons from peer states' submission efforts, OSPI submitted in September 2017 its new accountability plan for U.S. Department of Education (USED) review and approval. The 2017-18 school year will be a transition year, with the expectation that the new plan and support for schools will be implemented in 2018-19.

**12. Statutory and/or Budget language:**

**RCW 28A.655.070:** (3) (a) In consultation with the state board of education, the superintendent of public instruction shall maintain and continue to develop and revise a statewide academic assessment system in the content areas of English language arts, mathematics, and science for use in the elementary, middle, and high school years designed to determine if each student has mastered the essential academic learning requirements identified in subsection (1) of this section. School districts shall administer the assessments under guidelines adopted by the superintendent of public instruction. The academic assessment system may include a variety of assessment methods, including criterion-referenced and performance-based measures.

**Budget Proviso:** 2ESHB 2376.PL, 511 (1) - \$29,137,000 of the general fund – state appropriation for fiscal year 2016, \$36,648,000 of the general fund – state appropriation for fiscal year 2017, \$1,350,000 of the education legacy trust account – state appropriation, and \$16,268,000 of the general fund – federal appropriation are provided solely for development and implementation of the Washington state assessment system, including: (a) Development and implementation of retake assessments for high school students who are not successful in one or more content areas; and (b) development and implementation of alternative assessments or appeals procedures to implement the certificate of academic achievement. The superintendent of public instruction shall report quarterly on the progress or development of implementation of alternative assessments or appeals procedure. Within these amounts, the superintendent of public instruction shall contract for the early return of 10<sup>th</sup> grade student assessment results, on or around June 10<sup>th</sup> of each year. State funding to districts shall be limited to one collection of evidence payment per student, per content-area assessment. Within the amounts provided in this section, the superintendent of public instruction shall administer the biology collection of evidence. The alternative student work samples under RCW 28A.655.065 (5) and (6) is intended to provide an alternative way for students to meet the state standards for high school graduation purposes. To ensure that students are learning the state standards, prior to the collection of work samples being submitted to the state for evaluation, a classroom teacher or other educator must review the collection of work to determine whether the sample is likely to meet the minimum required score to meet the state standard.

**14. Program Contact Information:**

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