

# Individual State Agency Fiscal Note

<b>Bill Number:</b> 1068 E HB	<b>Title:</b> Student assessments	<b>Agency:</b> 350-Supt of Public Instruction
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## Part I: Estimates

☐ No Fiscal Impact

### Estimated Cash Receipts to:

<b>FUND</b>					
<b>Total \$</b>					

### Estimated Expenditures from:

Non-zero but indeterminate cost. Please see discussion.

*The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.*

Check applicable boxes and follow corresponding instructions:

- ☒ If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- ☐ If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- ☐ Capital budget impact, complete Part IV.
- ☐ Requires new rule making, complete Part V.

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## Part II: Narrative Explanation

### II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

*Briefly describe, by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.*

The bill eliminates the mandatory requirement for norm referenced testing in the third, sixth, and ninth grade classes. School districts are permitted to offer norm referenced assessments at the districts' own expense and make diagnostic tools available that provide information that is at least as valuable as the information eliminated under this act.

By September 1, 2005, subject to funding availability, the office of superintendant of public instruction shall post on its website, for voluntary use by school districts, a guide of diagnostic assessments.

By September 1, 2006, subject to amounts appropriated for this purpose, the office of the superintendent of public instruction shall make available to school districts diagnostic assessments that help improve student learning.

### II. B - Cash receipts Impact

*Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.*

### II. C - Expenditures

*Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.*

Elimination of the required norm reference standardized achievement assessments for the 3rd, 6th, and 9th grade students reduces the need for the funding currently appropriated to OSPI. The current contract for these tests is \$645,000 per year, therefore, eliminating the norm reference tests results in a saving of \$645,000.

ESB 1068 gives the school districts the option to use norm referenced assessments. For the purpose of the fiscal note we have assumed that no district would volunteer to use the norm - reference assessment at their own expense, as below we assume that the legislature would provide funding for diagnostic assessments.

By September 1, 2005, subject to available funds, the OSPI shall post on its web site for voluntary use by the school districts, a guide of diagnostic assessments, that, to the extent possible, shall include the characteristics detailed below. OSPI will need to hire staff to coordinate the alignment review, process the feedback, and develop the web site. An alignment study and Web posting could cost \$30,000 (due to compressed timeline) and take two months to conduct. Due to the compressed timeline, it is assumed that 2.5 FTEs will be hired for three months, for a total cost of \$44,111 in FY 2006. The results of this alignment study will inform whether the costs will increase for diagnostic assessments due to few diagnostic assessments that meet the criteria below.

By September 1, 2006, subject to available funds, the OSPI shall make available to school districts diagnostic assessments that help improve student learning. For purposes of estimating a cost, we have assumed that the diagnostic assessments would be provided through contract and would not be developed by OSPI. The diagnostic assessments, to the greatest extent possible, shall be:

- a. aligned to the state's grade level expectations;
- b. Individualized to each student's performance level;
- c. administered efficiently to provide results either immediately or within two weeks;
- d. capable of measuring individual student growth over time; and
- e. cost effective.

For the purpose of this fiscal note, although diagnostic assessments could be used for all grade levels and all subject areas, only the costs for math and reading are developed. It is assumed that the cost for the diagnostic tools is \$12 per student for math, and a variable amount per student for reading. For grades K-6, the assumed cost is \$1.75 per student; grades 7-12 the assumed cost is \$5 per student. This fiscal note assumes diagnostic assessments will be needed for 30% of the students in grades 1-3, 5-6, and 8-9; 100% of the students in grades 4, 7, 10 and 100% of the 11th and 12th grade students that are assumed to have failed to meet standards in reading or in math after each WASL retake.

The attached worksheet details the \$6,771,000 cost for diagnostic assessments in FY 2006-07 and impact of all other provisions contributing to a biennial cost of \$5,555,111. The fiscal impact of the legislation is dependent on the appropriation for diagnostic assessments, and therefore the fiscal note is listed as indeterminate.

### **Part III: Expenditure Detail**

### **Part IV: Capital Budget Impact**

### **Part V: New Rule Making Required**

*Identify provisions of the measure that require the agency to adopt new administrative rules or repeal/revise existing rules.*

Grade	Students	% Diagnostic	Math	Math Cost	Total Math	Reading	Reading Cost	Total Reading	SY Total
1	74067	30%	22220	\$12	\$266,640	22220	\$1.75	\$38,885	\$305,525
2	72617	30%	21785	\$12	\$261,420	21785	\$1.75	\$38,124	\$299,544
3	74446	30%	22334	\$12	\$268,008	22334	\$1.75	\$39,085	\$307,093
4	75149	100%	75149	\$12	\$901,788	75149	\$1.75	\$131,511	\$1,033,299
5	77909	30%	23373	\$12	\$280,476	23373	\$1.75	\$40,903	\$321,379
6	80031	30%	24009	\$12	\$288,108	24009	\$1.75	\$42,016	\$330,124
7	80967	100%	80967	\$12	\$971,604	80967	\$5	\$404,835	\$1,376,439
8	82234	30%	24670	\$12	\$296,040	24670	\$5	\$123,350	\$419,390
9	88896	30%	26669	\$12	\$320,028	26669	\$5	\$133,345	\$453,373
10	82097	100%	82097	\$12	\$985,164	82097	\$5	\$410,485	\$1,395,649
11 & 12	76716		34915	\$12	\$418,980	22071	\$5	\$110,355	\$529,335
Totals					\$5,258,256			\$1,512,893	\$6,771,149
FY 2006-07 based upon October 2003 Enrollment & 11,12 projections									\$6,771,000

<b>S U M M A R Y</b>	<b>FY 06</b>	<b>FY 07</b>	<b>Biennium Total</b>
Savings due to elimination of the norm referenced test	(\$645,000)	(\$645,000)	(\$1,290,000)
Cost to create list of diagnostic assessments and post on Web	\$74,111		\$74,111
Cost of Purchasing Diagnostic Assessments	\$0	\$6,771,000	\$6,771,000
Total	(\$570,889)	\$6,126,000	\$5,555,111