

Washington Comprehensive Assessment Program

1. **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. The *Every Student Succeeds Act* (ESSA), the 2015 reauthorization of the Elementary and Secondary Education Act, requires states to have a set of high-quality student academic assessments to measure the achievement of all students in the state. Currently, annual assessments for accountability purposes include grades 3 through 8 in English language arts/literacy (ELA) and mathematics, grades 5 and 8 in science, and one grade of high school in the same three content areas. In the same grades and content areas, students with the most significant cognitive disabilities are also assessed each year.

ESSA also requires states administer high-quality assessments in the annual measure of English language proficiency of identified English learners (ELs), inclusive of ELs with the most significant cognitive disabilities.

Finally, the Class of 2019 was the last cohort of students required to demonstrate achievement of state academic standards, through one of several available assessment instruments, in order to earn a diploma. With the passage of ESHB 1599, Washington will transition from an assessment graduation requirement to a system focused on student pathways (assessment options will be amongst the available pathways, but an assessment will not be the only pathway). High school students will still be expected to participate in the state accountability assessments.

2. **Description of services provided:** Office of Superintendent of Public Instruction (OSPI), in conjunction with contractors:
 - (a) implements the needed activities to develop items/tasks and assessments aligned to the existing learning standards/English language development (ELD) standards
 - (b) designs and makes ready for student access the required test booklets or online delivery formats;
 - (c) outlines procedures for administration of the tests, including delivery and return of all test materials;
 - (d) facilitates scoring of all student work;
 - (e) manages the processing of data for purposes of performance reporting.

Alternate assessments are provided for students having the most significant cognitive disabilities identified in their Individualized Education Program (IEP).

3. **Criteria for receiving services and/or grants:** Schools and district participation in the state assessment system is required so that Washington has comprehensive information about student achievement and opportunity gaps.

Beneficiaries in 2018–19 School Year:

# of LEAs:	328
▪	295 school districts
▪	12 charter districts
▪	7 tribal compacts
▪	6 Educational Service Districts (ESDs)

- 4 colleges
- 4 service agencies

of Schools: 2,452

- 7 tribal compact schools
- 13 charter schools
- 10 other school types, including:
 - Public School
 - Institution
 - Juvenile Detention Center
 - College/University (Affiliated with District)
 - Alternative School w/ > 50% From Outside of District
 - Alternative School w/ > 50% From Within District
 - Vocational/Technical Skills Center
 - Special Education School
 - Contract School
 - Reengagement School

of Students: 1,127,493

of OSPI staff associated with this funding (FTEs): 35.39
 # of contractors/other staff associated with this funding: 13

FY19 Funding: State Appropriation (031): \$26.975 million
 Federal Appropriation (400): \$7.6 million
 Other fund sources (Ed Legacy, JK0): \$675,000
 TOTAL (FY19) \$35.250 million

4. 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 with the state.
5. State funding history:

Fiscal Year	Amount Funded	Actual Expenditures
FY19	\$26,975,000	\$21,083,777
FY18	\$30,421,000	\$30,284,205
FY17	\$36,648,000	\$31,135,798
FY16	\$29,137,000	\$25,556,986
FY15	\$39,644,000	\$34,850,825
FY14	\$38,031,000	\$36,876,421
FY13	\$41,614,000	\$38,512,454
FY12	\$40,822,000	\$40,522,632
FY11	\$31,850,000	\$30,079,794
FY10	\$35,804,000	\$31,503,534
FY09	\$20,968,000	\$22,045,656

6. Number of beneficiaries (e.g., schools, students, districts) history:

Fiscal Year	# of Districts	# Students
FY18	295	1,113,438
FY17	295	1,102,579
FY16	295	1,086,000
FY15	295	1,070,756
FY14	295	1,055,517
FY13	295	1,047,390
FY12	295	1,038,503
FY11	295	1,035,535
FY10	295	1,032,806
FY09	295	1,040,750

7. Programmatic changes since inception (if any):

- A. *English language arts and mathematics.* 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 shortened to lessen the loss of instructional 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. 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 shifted to 10th grade (it had been an 11th grade assessment since 2015 when Smarter Balanced was implemented).

- B. *Science.* In 2013 the state adopted new learning standards for science, the *Washington State 2013 K–12 Science Learning Standards* (based on Next Generation Science Standards or NGSS). New science assessments aligned to the newly adopted learning standards were first administered in spring 2018 to students in grades 5, 8, and 11. Prior to the 2018, the state science assessment was aligned to state learning standards adopted in 2009. The previous version of the science assessments were designed as comprehensive measures in grades 5 and 8, and an End of Course (EOC) Biology measure given at grade 10 in high school.
- C. *Alternate assessment.* Legislation allows for development and administration of an alternate assessment designed for students with the most significant cognitive disabilities. The state first administered its version of an alternate assessment, a portfolio design, 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 academic 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 at the time to match the design, but was linked to the state learning standards adopted in 2009, as these were the standards used on the assessments with the balance of enrolled students. In SY2017–2018, the WA-AIM assessment shifted the science portions (grades 5, 8, and 11) to the *Washington State 2013 K-12 Science Learning Standards*.

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 pre-engagement exposure to the assessable standards to establish the appropriate level of complexity to use with students. Based on the student's success with the pre-engagement activity, the annual measure will be given later in the year at the original selected access point or the next higher version for the standard. The annual administration becomes the measure of the students' learning for the academic year.

- D. *English language proficiency.* In spring 2016, OSPI began administration of its fourth iteration of an English language proficiency assessment. The 2016 assessment was developed by the English Language Proficiency Assessment for the 21st 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.

8. **Evaluations of program/major findings:** In collaboration with Washington's peer states, supporting service providers, and national and state assessment technical advisory committees, OSPI continually evaluates overall assessment system effectiveness and efficiency. Transitions in state learning standards and which grade levels are assessed have made it challenging over the last several years to do a longitudinal evaluation of student outcomes and implementation efficiency. However, given that the ELA, mathematics, and science learning standards are established and assessment grade levels are expected to be stable, there will be opportunities to evaluate and improve the assessment program at an operational, technical, and reporting level.
9. **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 multi-state consortia, *Smarter Balanced* and *ELPA21*, has recognized some of the cost efficiencies associated with scale, while maintaining the tenets of high-quality assessments. With science, the state will continue to look toward opportunities to leverage development work across peer states to improve cost efficiencies.

Specific with ELPA21, the state English language proficiency assessment, the impact of scale (volume) associated with multiple states use has not experienced the cost-savings effect as the state's use of *Smarter Balanced*, but ELPA21 remains cost-competitive with the assessments from other consortia or service providers delivering English language proficiency assessments.

10. **Future opportunities:** As academic learning standards, tested grade levels, and assessment graduation requirements stabilize, OSPI will focus on clear communications and resources for school and district staff. These communications will concentrate on building districts' understanding of

requirements and making information more accessible to educators, students, and families about student achievement. In addition, there may be opportunities to expand instructional and assessment resources to support educators' work in the classroom.

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

Budget Proviso: ESSB 6032, Sec. 513 (1) \$30,421,000 of the general fund—state appropriation for fiscal year 2018, \$26,975,000 of the general fund—state appropriation for fiscal year 2019, \$1,350,000 of the education legacy trust account-state appropriation, and \$15,868,000 of the general fund federal appropriation are provided solely for the development and implementation of the Washington state assessment system.

12. **Other relevant information:** [Report Card](#)

13. **List of schools/districts receiving assistance:** See OSPI [website](#).

14. **Program Contact Information:**

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Assessment and Student Information

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