

ALE Part-time Assessment Exemption:

Reference WAC 392-121-182 Section (8) (b)

Problem statement:

Schools that provide basic education should be accountable for the performance of students including those who attend part time. Current language is too narrow for what constitutes “part-time”. As a result, some programs operate without accountability to part-time student performance.

History:

The rule regarding part-time students enrolled in ALE who are either receiving home-based instruction or enrolled in an approved private school are not required to participate in the assessments required under RCW28a.655. This is further defined in WAC 392-121-182 (8) (b) as:

(b) Any student whose alternative learning experience enrollment is claimed as greater than 0.8 full-time equivalent in any one month through the January count date must be included by the school district or charter school in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.

This narrow definition of part-time has created a loophole to accountability where a program could enroll a student at .8 September through January and then claim 1.0 FTE February – August, claiming 1.0 annual FTE. There have been examples of programs that have advertised the assessment exemption as a selling point to parents to choice into the program and receive services up to .8 FTE.

In September 2017 Washington submitted their ESSA accountability plan. This plan outlines school accountability primarily measured through assessment data, particularly K-8. Alternative programs that focus on serving students who participate in home-based or private instruction end up with very little comparable evidence that these programs are improving academic outcomes for students, and remain absent from school accountability.

Theory of Action:

Increasing assessment participation will be one way that will comparably demonstrate that these public education programs are serving their students and families well. This will also help OSPI to support these programs through data informed resources and tools focused on equity in student achievement, as well as being able to provide more targeted supports to programs that may be struggling.

Increasing state assessment participation expectations will not remove the right of parents to refuse to participate in the state assessment, nor will it restrict a program from using additional measures to assess the students, or the performance of the program.

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Proposed Changes

(8)(b) Any student whose alternative learning experience enrollment is claimed as greater than **0.8 0.5** full-time equivalent in any one month **through the January count date** must be included by the school district or charter school in any required state or federal accountability reporting for that school year, subject to existing state and federal accountability rules and procedures.

Communications Plan:

Webinars dates to deliver the proposal, answer questions and seek feedback.

- 9:00 – 10:00 a.m. November 29, 2017. [Register now.](#)
- 4:00 – 5:00 p.m. December 4, 2017. [Register now.](#)

Distribute proposal with webinar dates and other means to provide feedback including:

- Email: ALDinfo@k12.wa.us
- Survey for feedback
- [Sign-up](#) for our newsletter and receive official notice on rule filing process, official public comment period, and hearing information.

Data and possible impact:

Current data shows how many students were exempt based on the previous rule, and how many were not claimed for any ALE during this September – January time period. Unfortunately our current data collection can't see specifically how many students will actually be impacted by this change.

In 2016-17 approximately 6,580 students who enrolled in Washington schools were exempt based on this rule.

Of those 6,580 about 1,040 participated in some assessment (15.8%).

Breakdown of 2016-17 data:

Home-based Part-time Status	Student Count	Participated in state assessment
No ALE funding Sept. – Jan.	2183	501
Yes ALE funding, not >.8	2409	419

Private Part-time Status	Student Count	Participated in state assessment
No ALE funding Sept. – Jan.	591	110
Yes ALE funding, not >.8	1400	13