

FISCAL NOTE

Requested by Legislative Council
03/29/2001

Bill/Resolution No.:

Amendment to: Engrossed
 HB 1293

1A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

| | 1999-2001 Biennium | | 2001-2003 Biennium | | 2003-2005 Biennium | |
|-----------------------|--------------------|-------------|--------------------|-------------|--------------------|-------------|
| | General Fund | Other Funds | General Fund | Other Funds | General Fund | Other Funds |
| Revenues | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Expenditures | \$0 | \$0 | \$1,217,928 | \$0 | \$1,217,928 | \$0 |
| Appropriations | \$0 | \$0 | \$1,217,928 | \$0 | \$1,217,928 | \$0 |

1B. **County, city, and school district fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

| 1999-2001 Biennium | | | 2001-2003 Biennium | | | 2003-2005 Biennium | | |
|--------------------|--------|------------------|--------------------|--------|------------------|--------------------|--------|------------------|
| Counties | Cities | School Districts | Counties | Cities | School Districts | Counties | Cities | School Districts |
| \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

2. **Narrative:** *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

Engrossed HB 1293 proposes the administration of standards-based assessments, the compilation and reporting of student performance in terms of these assessments, the review of test questions, the submission of professional development reports, and the distribution of district standards-based curriculum. This fiscal note offers estimations on each of these components. Each section within Engrossed HB 1293 is analyzed independently and compiled as a whole.

I. Administration of statewide, standards-based achievement assessments and aptitude assessments.

Section 1 of Engrossed HB 1293 proposes a statewide standards-based assessment in mathematics and reading be conducted in grades 4, 8, and 12, equivalent. In Section 2 this testing is identified to report student achievement results.

The Department of Public Instruction has received estimates from McGraw-Hill, the state's current assessment vendor, regarding the achievement test costs. The cost to administer a standards-based student achievement test in mathematics and reading at grades 4, 8, and 12 has been estimated by McGraw-Hill to cost \$1,432,010 million for the 2001-03 biennium.

The statewide assessment budget currently resides in HB 1013, the Department of Public Instruction's operations budget. The Executive Recommendation for statewide assessments originally amounted to \$1,289,643. Based on updated bid estimates dated March 28, 2001 from CTB/McGraw-Hill, a prospective vendor, the Department of Public Instruction anticipates that a statewide, standards-based assessment in mathematics and reading can be

developed and administered during the 2001-2003 biennium for \$1,212,928. This is below the Executive Recommendation. The Department of Public Instruction has placed before the Senate Appropriations Committee a secondary proposal that would also include science and social studies onto the basic package for a total package cost of \$1,398,787.

For the purposes of meeting the minimal requirements of Engrossed HB 1293, the anticipated cost totals \$1,212,928.

II. Compilation and Reporting of Student Performance Results.

Section 2 of HB 1293 proposes that all test results resulting from the assessments in Section 1 be reported at the student-level, classroom-level, school-level, district-level, and state-level for achievement. Furthermore, all results are to be disaggregated by gender, ethnicity, economic status, service status, and assessment status.

The Department of Public Instruction has received confirmation from McGraw-Hill, a prospective vendor, that the cost of all student reports generated by the assessments identified within Section 1 are included within the overall estimate of test administration.

Therefore, the cost of conducting the aims of Section 2 of Engrossed HB 1293 amounts to \$0.

III. Report of Statewide Assessment Results to Legislative Council.

Section 3 of HB 1293 proposes that following the compilation of all student results representative of the testing company and the Department of Public Instruction offer a report to the Legislative Council on all elements of the assessment's methodology, the results, and the interpretation of the results.

It is anticipated that the cost of conducting this report to the Legislative Council is limited to the cost of securing an analyst from the testing company to aid in the presentation. It is estimated that the cost of professional stipend and travel expenses to achieve the aims of Section 3 of Engrossed HB 1293 amounts to \$5,000 for the 2001-03 biennium.

IV. Review of test questions.

Section 4 of Engrossed HB 1293 proposes that the Department of Public Instruction conduct a review of all test questions within the state assessments for reading and mathematics. This review is to assure the validity of the assessment related to the possible inclusion of inappropriate, personally intrusive test items.

This review process is accounted for within the overall development protocols of the state assessments. Any costs associated with this review process are included within the base costs identified within Section 1.

It is estimated that the cost of conducting a review of all test items for validity and appropriateness amounts to \$0 for the 2001-03 biennium.

V. Submission of District Professional Development Reports.

Section 5 of HB 1293 proposes that districts submit annual professional development reports that identify the

resources available to districts, the actual expenditures incurred by districts, the number of teachers impacted by district activities, the source of funding, and the nature and scope of professional development activities.

Districts are currently responsible for submitting professional development plans, according to federal ESEA law, that cover most elements identified within Section 5. Therefore, there are no additional anticipated costs associated with Section 5 of Engrossed HB 1293.

It is estimated that the cost of managing professional development reports from districts will amount to \$0.

VI. Distribution of District Standards and Curriculum.

Section 6 of Engrossed HB 1293 proposes that districts make available copies of their standards, simplified standards, and curricula in mathematics and reading to the public on demand. Since each district will already have adopted or developed its standards and curricula, the cost of providing copies to the public on a request basis is anticipated to be nominal, restricted largely to the cost of making individual copies periodically. The cost of simplifying standards for individuals unfamiliar with standards formatting can be minimized to the cost of paraphrasing the district's standards. This is a relatively minor activity, restricted to simple editing of benchmarks and specific knowledge. Therefore, the cost of administering the aims of Section 6 of Engrossed HB 1293 is anticipated to be minimal for most or all districts. These costs can be absorbed into the district's operating budget.

It is estimated that the cost of administering the aims of Section 6 will amount to \$0.

Fiscal Note Summary.

The combined effect of all sections of HB 1293 will amount to \$1,217,928 in state expenditures and a corresponding appropriation.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

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Prepared: