

Increased Spending on Key Student Services vs. on Standardized Testing

From OAKS to Smarter Balanced 2010-2014

Rachel Rich, retired teacher, March 14, 2017

Member of 360 Accountability Writing Collaborative

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Changing the Story: Transformation toward Fair Accountability and Responsibility in Public Education

Brookings Institution reported:

In 2012 before national implementation of PARCC and Smarter Balanced

Standardized testing totaled **\$8.1 billion**

Oregon's totals?

For comparison, Oregon increased spending on these

Student services

1113 – Elementary extra-curricular	\$50,059
1122 – Middle school extra-curricular	\$3912
1132 – High school extra-curricular	\$160,875
1140 – Pre- K	\$226,488
1210 – Talented and Gifted	- \$196,181 loss
1220 – Restrictive programs for disabled	\$442,655
1250 – Less restrictive programs for disabled	\$1,006,129
1260 – Early Intervention (SPED)	\$974,795
1271 – Remediation	\$518,935
1272 – Title I	-\$6,228,523 loss
1291 – English Language Learners	\$467,229
1400 – Summer school	\$4120
2130 – Health services	\$691,049
2120 – Guidance services	\$1,560,981
2140 – Psychological services	- \$376,844 loss
2150 – Speech pathology and audiology	\$919,983
2190 – Services Directions and Student Support	\$285,341

4 year increase for student services:

Total \$505,000

To determine which state budget items were test-related, I searched Smarter Balanced test manuals, AFT study on test expenses and the internet, and then consulted with school principals, test coordinators and district test technicians.

From OAKS to SBAC testing related expenditures increased:

121 - Substitutes-licensed - to prep & proctor tests	\$3,887,787
122 - Substitutes-classified - same	\$2,594,894
470 - Computer software - system updates for testing	\$26,804,376
480 - Computer hardware - additional computers	- \$1,095,277
(offset by grants)	
2210 - Improvement of instruction - typically test PD	\$4,084,000
2660 - Technology services - now typically for tests	\$14,430,357
2240 - Staff development (paid) typically for testing	\$982,613
(Unpaid test focused staff mtgs. not incl.)	
2630 - Information Services - for increased test data	\$1,500,554
2230 - Assessment and testing - not from state	\$614,948
2231 - Records management	\$93,225
380 - Tech. services - typically for testing	\$8,262,137
390 - Other tech. services - typically for testing	\$23,896,065

Districts' own test-related expenditures increased:

\$86,055,679

**310 - Non-test-related professional development lost
-\$10,830,571**

Student Services up only \$505,000

*This raises expectations of teachers and students
without providing services and supports*

ODE increases test-related spending:

- ✓ ODE - Air contract
 - OAKS - \$3.5 M included in 2010 starting point
 - SBAC - \$27.5M (annual or bi?) x 4 (2?) years \$55-110 M

- ✓ ODE 4 year Race to the Top grant \$202 M
 - to develop SB, add personnel, infrastructure

- ✓ Grant expired
 - ODE costs continue, avg. \$50 M x 3 years \$150 M

- ✓ District costs
 - avg. \$22M yearly x 7 years \$154 M

*Estimated increased spending for state
mandated standardized testing from OAKS
to Smarter Balanced development:
2010-2017*

\$359-616 million!

vs. OAKS - \$3.5 million

vs. student services - \$505 thousand

✓ **No records yet on costs to classroom FTE or course offerings.**

Smarter Balanced manuals show new hires are needed or personnel are diverted from their primary duties to serve as:

- District Test Coordinator
- School Test Coordinator
- Test Administrators
- Regional ESD Partners

Doesn't include added data managers, secretaries or tech support.

✓ **School personnel have shifted upward to the ODE and sideways into test-related positions, further increasing class size and reducing electives.**

Is it worth it?

From an ODE exhibit, “The Right Trajectory” (pp. 51, 18, 5, 17):

- Smarter Balanced doesn't shed light on low- to mid-performers, but only on mid- to high- performers.
- Has 2-3x as many difficult questions as on previous standardized tests. (Some are 5 years above grade level!)
- Raises expectations by one level, from primarily 1's and 2's, to primarily 2's and 3's.
- Rates the suitability of items for students that are from an “excellent classroom” who are “well-prepared”, “not disadvantaged”, native speakers, and aren't disabled. Excludes half our population?

This unprecedented leap doesn't help teaching or learning.