



ESTABLISHING A TIMELINE AND BUDGET FOR DESIGN AND IMPLEMENTATION

of an Innovative Assessment and
Accountability System

December 2016



Acknowledgements

Thanks to generous support from the Nellie Mae Education Foundation, KnowledgeWorks, and the National Center for the Improvement of Educational Assessment (Center for Assessment) have partnered to help states better understand and leverage the new Innovative Assessment and Accountability Demonstration Authority authorized under the Every Student Succeeds Act (ESSA). The goal of this partnership is to help states identify and explore a set of readiness conditions that are critical to the development of a high quality application and implementation process under this new authority. While we share a history of advocacy for next generation assessments, our organizations each bring a unique perspective to this work. KnowledgeWorks focuses on policy development, partnering with states, districts, and educators to identify and remove policy barriers that inhibit the growth of personalized learning. The Center for Assessment specializes in the design of assessment and accountability systems, helping states, districts, and other entities improve the quality of these systems and maximize student success.

Jenkins, S., Pace, L., Lyons, S., Marion, S.F. (2016). Establishing a Timeline and Budget for Design and Implementation of an Innovative Assessment System. www.knowledgeworks.org and www.nciea.org.

Table of Contents

Introduction	4
<hr/>	
Overview	5
<hr/>	
Alignment to a State’s Theory of Action	6
<hr/>	
Part 1: Timeline	7
Establishing a Timeline	7
Ensuring a Workable Timeline	8
Identifying Phases of Work	10
Critical Activities	10
Final Timeline Considerations	13
<hr/>	
Part 2: Building a Budget and Budget Narrative	14
Sources of Funding	15
Controlling Cost	16
Considerations for State and District Leaders	18
<hr/>	
State Example	19
<hr/>	
Conclusion	20
<hr/>	
Summary	20
<hr/>	
Additional Support	21
<hr/>	
About	22
KnowledgeWorks	22
National Center for the Improvement of Educational Assessment	22
Nellie Mae Education Foundation	22

Introduction

This is the sixth in a series of policy and practice briefs produced by KnowledgeWorks and the National Center for the Improvement of Educational Assessment (Center for Assessment) designed to assist states in thinking through the opportunities and challenges associated with flexibility provided under the Every Student Succeeds Act (ESSA).¹ These briefs help define “Readiness Conditions” for states considering applying for and successfully implementing an innovative assessment and accountability system under ESSA. The series of briefs covers the following topics:



Ensuring and Evaluating Assessment Quality for Innovative Assessment and Accountability Systems



Addressing Accountability Issues Including Comparability in the Design and Implementation of an Innovative Assessment and Accountability System



Supporting Educators and Students through Implementation of an Innovative Assessment and Accountability System



Evaluating and Continuously Improving an Innovative Assessment and Accountability System



Establishing a Timeline and Budget for Design and Implementation of an Innovative Assessment and Accountability System



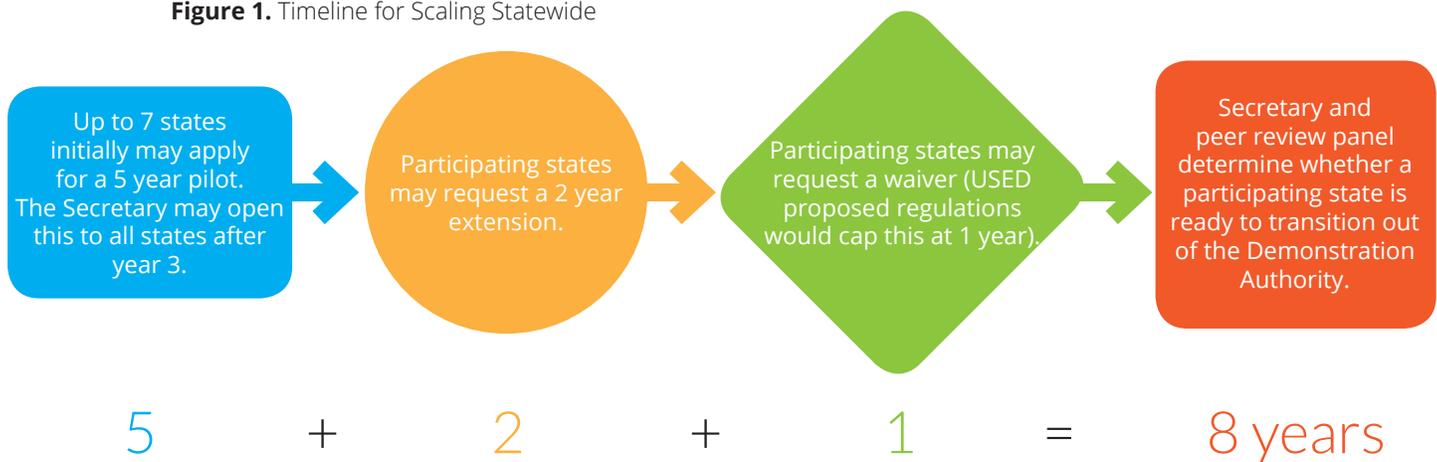
Building Capacity and Stakeholder Support for Scaling an Innovative Assessment and Accountability System

¹Brief six in a series of policy and practice briefs designed to help states prepare for the ESSA Assessment and Accountability Demonstration Authority. We are grateful to the Nellie Mae Foundation for their generous support of this project.

Overview

A state considering an application under the Every Student Succeeds Act's (ESSA) Section 1204, the Innovative Assessment and Accountability Demonstration Authority, must develop a timeline and budget that indicates the state's ability to implement its innovative assessment system statewide by the end of its Demonstration Authority period. The law permits a state to propose its own timeline of up to five years but also provides a state with several opportunities to seek approval for additional time if the state continues to make progress but is not yet ready to scale its system statewide. These opportunities include a two-year extension and an additional one-year waiver.² Approval would be conditional on state evidence that it can achieve statewide scale in a reasonable amount of time. Any state that is unable to provide the necessary evidence to the U.S. Secretary of Education for the two-year extension or waiver process will be subject to withdrawal of the Demonstration Authority.

Figure 1. Timeline for Scaling Statewide



The U.S. Secretary of Education would want to see the following evidence from a state in its application to ensure the state's proposed timeline and budget is of high quality:

- **Timeline**—A state should be able to reasonably demonstrate that it can scale the innovative assessment system within the state's proposed timeline. The Secretary will want to see a clear articulation of the activities that will occur in each year of the Demonstration Authority as well as a description of the entity or person in the state who would be responsible for each activity.
- **Budget**—A state will need to provide a detailed budget for the entirety of the requested Demonstration Authority period that identifies the federal, state, local, and non-public sources of funding to support each of the activities outlined in the timeline. The Secretary will want to ensure that a state has sufficient funding to implement, scale, and sustain the innovative assessment system.

²The U.S. Department of Education's proposed regulations for Section 1204 would cap the waiver for participating states at one year. The Department's reason for this proposal is to ensure that a state does not continue to operate two assessment systems in the state in perpetuity.

This brief provides interested states with guidance for developing a high quality timeline and budget to support the building and scaling of innovative assessment systems. Our goals are twofold: 1) to help states establish a workable timeline that addresses the critical activities that need to occur at each phase of this work, and 2) to help states build a budget that leverages resources across all levels of the system to sustain high quality implementation throughout the Demonstration Authority period.

Alignment to a State's Theory of Action

As emphasized throughout this series of briefs, the state should begin the planning process by aligning a clearly articulated theory of action to the state vision for education. Before a state begins to develop a timeline and budget for this work, it must start with conversations about how the vision and theory of action impact decisions about the sequencing of critical phases of the work and the prioritization of funding to support those activities. State leadership and district stakeholders have to understand how the timeline, its associated activities, and the budget decisions that support implementation will help the state create a meaningful assessment system that will significantly improve teaching and learning. Adherence to this vision and theory of action will make it easier for states to create a compelling work plan and inform difficult conversations that may emerge in light of changes in the prioritization of federal, state and local funding. Further, a coherent plan for achieving the intended goals will make it easier for partners, businesses, and other community organizations to align their activities and resources to support the vision of the state. For more information on developing a theory of action for an innovative assessment and accountability system, see "A Visioning Toolkit for Better Assessments" at www.innovativeassessments.org.

Part 1: Timeline

A timeline is a critical step in the design and implementation of an innovative assessment system because it helps to establish expectations around pacing and sequencing to ensure that all areas of work are adequately planned. As state and district leaders undertake this important step, they will need to build a feasible timeline that encompasses each major phase of work and specifies the critical activities that accompany each phase. The following recommendations, which are based on interviews with state education leaders and assessment experts across the country, are meant to guide state and district leaders as they build a process that works for their state. Though we believe these recommendations provide a useful framework for developing an effective timeline, they are not necessarily required for all states in all situations and some components are likely to need more or less emphasis depending on the particular state context.

Establishing a Timeline

As a state undertakes the design and implementation of an innovative assessment system, the state department of education must determine: 1) who will lead the process, 2) who will make up the advisory group, and 3) what is the high-level timeline for design and implementation of the innovative assessment system.

First, states may take different approaches to establishing a leadership structure for the design and implementation of an innovative assessment system. However the team is designed, the leadership should comprise members that can lead the effort and represent the project nationally, manage the daily operations, communicate with state and federal political leaders, and establish lines of communication and support from local education agencies. Additionally, if the leadership team does not include in-house technical expertise regarding high quality assessment system design and implementation, those experts should be maintained in close consult.

An advisory group should be convened to review the ongoing process and establish next steps. Advisory groups should generally include political leadership and leaders beyond department of education staff. This could include legislators, members of the state board of education, district leaders and teachers from participating districts, representatives from non-profits, and other statewide education leaders. Diverse perspectives are essential to the success of this work. While political leadership is critical to the composition of an advisory group, the advisory group should not allow politics to be an obstacle to moving through design and implementation. Advisory group members should receive ongoing opportunities to deepen their understanding of the work so they can evaluate progress and take new paths as necessary. This continuous improvement process can be particularly useful in the event that not all advisory group participants fully understand each phase of the work.

The final preliminary element is establishing a timeline that outlines how much time is required for each phase of design and implementation and the party responsible for carrying out the work. In establishing the early phases of work, ensuring buy-in for the

overall state vision will be a critical first step in the innovative pilot.³ Participating in the innovative assessment pilot requires political stability and a high level of support from state leadership. It is likely that this could take a few years to achieve. Experts recommend allowing at least one year for capacity building to shape practice and 18 months to develop and test the assessment system.

Ensuring a Workable Timeline

As states create timelines for the design and implementation of an innovative assessment system, they must manage the tension between allowing enough time for high quality execution and continuous improvement while maintaining enough urgency to not fall behind and miss the opportunity to scale the program statewide. Through public input, states need to determine standards that districts must meet for participation as well as quality signals that indicate preparedness for progress to the next phase.

States need to determine indicators that signal that school districts are ready to participate in the pilot program. States should consider establishing tiers of school districts, enabling the most prepared districts to be in Tier I. Interested but not yet prepared districts would start in Tier II or even Tier III for capacity building while Tier I begins implementation. The tiered system also helps to serve the goal of scaling statewide as the state can plan for incorporating districts into the lower tiers of the system and moving them into Tier I at a schedule that would support statewide implementation by the desired date.

The following list includes possible indicators of a school district's readiness for participation in the Demonstration Authority. Because not all of these indicators align with every type of innovative assessment system, states should consider their own context in selecting readiness indicators:

- Teacher training includes formative assessment design.
- District has experience with assessment development.
- District has experience with using data from formative assessments to inform instruction.
- District has experience using classroom and local assessments to determine progress towards standards.
- Teachers and parents are supportive.
- District and school leadership are supportive.
- District uses models of learning that align to the State's vision and theory of action for the establishment of an innovative assessment system.
- District has established professional learning communities.
- Local school board has waived district requirements concerning assessments and accountability.

³Marion, S.F., Pace, L., Williams, M., & Lyons, S. (2016). Project Narrative: Creating a State Vision to Support the Design and Implementation of An Innovative Assessment and Accountability System. www.knowledgeworks.org and www.nciea.org.

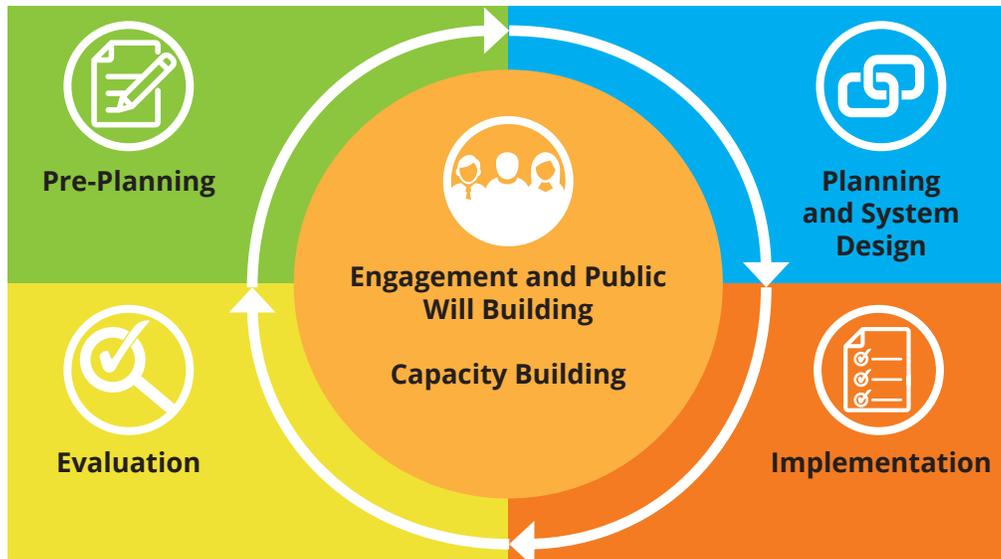
In addition to creating criteria to indicate a school district's readiness to participate in the pilot, states need to create quality signals that indicate a school district's readiness to move to the next phase in the timeline. These too will be specific to each state's assessment model and local context. As school districts move through the design and implementation process, critical checkpoints should be established to allow the advisory group to assess progress and determine whether a school district should continue to the next phase, continue in the same phase, or stop their work in the pilot. The following list identifies potential quality signals that could indicate a school district's readiness to move through the timeline. States should align their selected quality signals to each phase of the work and its associated critical activities. Since the list of quality signals below is not exhaustive, states should be open to including additional indicators that align to their local context or to leaving some of the suggestions below off their list as appropriate.

- The district has adopted or aligned to the State's vision and theory of action.
- Stakeholder engagement and building public will is under way and has indicated community interest.
- School district is committed to the pilot.
- School district has established an effective governance structure for transition to the new system.
- School district has created a communications strategy and is following the strategy.
- School district has designed an innovative assessment system.
- School district has designed and is implementing formative and summative evaluation.
- School district is collecting data, analyzing it, and has created a plan to respond to findings.
- School district has adopted a learning management system.
- School district has designed and is implementing a continuous improvement process.
- School district has aligned professional development with the assessment and accountability pilot.

Identifying Phases of Work

During design and implementation of an innovative assessment system, states and school districts need to consider that, while some areas of work must occur in a specific sequence, most of the phases will be ongoing throughout the pilot.

Figure 2. Key Phases in Scaling an Innovative Assessment System



Critical Activities

In each phase of work indicated in the graphic above, there are a number of critical activities that states and school districts should consider. The following chart indicates examples of activities that could be considered. Importantly, as the critical activities are identified, the party responsible for carrying out the work should be listed. The colors correspond to the phases identified in Figure 2.

Figure 3. Critical Phases and Activities

Phase	Critical Activities	Responsible Party
 <p>Pre-Planning</p>	Identify and develop a shared understanding of the “problem(s)” to be solved.	State, districts, policy leaders, associations
	Identify areas of the current system needing to be redesigned (assessment, learning system, accountability) to address the problem(s).	State
	Study other models and best practices.	State and districts
	Create state vision and theory of action.	State
	Foster the ideal policy conditions (K–16 alignment).	State
	Connect with complementary projects and organizations.	State and districts
	Identify and consider how to incorporate existing pilots and initiatives.	State
 <p>Planning and System Design</p>	Assemble leadership team and advisory board.	State and districts
	Establish governing structures.	State and districts
	Create a short-term and long-term timeline.	State and districts
	Identify and secure commitment from pilot districts.	State
	Establish clear communications structure that may be part of governance structures.	State and districts
	Align budget to strands of work.	State
	Identify implementation activities for each year.	State and districts
	Create data collection plan.	State
 <p>Engagement and Building Public Will</p>	Establish leadership commitment.	State and districts
	Build coalitions among associations and other opinion leaders in the state.	State and districts
	Engage with funders and national partners.	State and districts

Phase	Critical Activities	Responsible Party
 Capacity Building	Establish partnerships for technical capacity building.	State, higher ed, technical partners
	Divert existing resources for capacity building (see budgeting section).	State and districts
	Provide capacity building within the department.	State
	Provide support and professional development for the field.	State, districts, associations, higher ed
	Recruit and train additional districts.	State, higher ed, technical partners
 Implementation	Participate in the innovative assessment system (e.g., developing assessments, administering assessments, scoring assessments).	Districts
	Meet regularly to discuss current progress and implementation of assessment system.	State and districts
	Conduct data collection and validity evaluation.	State, districts, and technical partners
	Convene technical advisory committee to review assessment results and validity evaluation activities.	State and technical partners
	Maintain a continuous improvement process.	State and districts
 Evaluation	Participate in peer review process.	State and districts
	Contract for external evaluation to monitor success.	State
	Establish minimum technical requirements to meet to use pilot data for performance frameworks and accountability.	State
	Determine when new data collection or changes to pilot implementation may be necessary for improvement or sustainability.	State

Final Timeline Considerations

By working through the considerations listed above, states will be well-positioned to create a timeline that will ensure quality at a feasible pace. Some of the items above may not be the best fit for all states, and some states may need to consider elements not listed above. States should consider their local policy landscape to identify the best fit for their own context. As advisory groups meet to create the timeline and monitor progress, obvious areas of work will emerge such as task bank creation for performance assessments and capacity building. States should also consider vital work that is not part of the critical steps listed above such as the ongoing identification and engagement of diverse stakeholder groups, among other things.

States should also prepare for a variety of challenges that are likely to emerge in the timeline creation and implementation process. For example, on the most basic level, school districts must ensure that, through community engagement, a learning agenda has been created that will provide a foundation for the assessment system. A quality assessment system must be created and implemented to reflect real learning agenda or dialogue.

Additionally, there are a few potential obstacles inherent in timeline creation. It is challenging to know the feasibility of a timeline from the start. A timeline that is not well-thought-out and regularly revisited could lead to project failure and discredited ideas. At the same time, commitment to an arbitrary timeline can produce a significant amount of inefficiency. As mentioned previously in this section, states and school districts should carefully consider other examples and best practices to learn from.

Finally, changes in the political climate will likely influence the timeline for an innovative assessment system. Political turnover, polarization, competing priorities, and assessment opt-outs⁵ are examples of challenges that may be faced. States and school districts should do their best to plan ahead to ensure that these events don't negatively impact their timeline.

⁵A state should expect to see a significant drop, or complete elimination, of parents wishing to opt their children out of required state assessments if it develops an innovative assessment system that increases student engagement and provides useful and timely information about student learning.

Part 2: Building a Budget and Budget Narrative

In addition to a clear articulation of the activities that will occur during each phase of work, a state will need to provide a detailed budget and narrative that identifies the federal, state, local, and non-public sources of funding to support each of the activities outlined in the timeline. Applicants often focus too narrowly on the project narrative, overlooking the importance of a strong budget and budget narrative that demonstrates that the applicant has carefully considered the costs associated with the proposed program. While a state may not need to account for every expense it is likely to incur over the course of the Demonstration Authority, the state should provide compelling evidence that it will have sufficient funding to implement the innovative assessment system at scale. The budget and budget narrative should include an adequate description of the expenses as well as a justification for why those expenses are necessary at each stage of the timeline.

The process of building a budget is more than an exercise in balancing revenues and expenditures. A state must engage in a strategic conversation to develop a multi-year financial plan that aligns to the state's vision for transforming the education system. This conversation should involve stakeholders representing a wide range of perspectives to ensure the state establishes deep and lasting financial commitment for the transition to an innovative assessment system.

Best Practices in Building a Budget.⁶ According to the Government Finance Officers Association, a good budget process incorporates the following features:

- *Incorporates a long-term perspective,*
 - *Establishes linkages to broad organizational goals,*
 - *Focuses budget decisions on results and outcomes,*
 - *Involves and promotes effective communication with stakeholders, and*
 - *Provides incentives to government management and employees.*
-

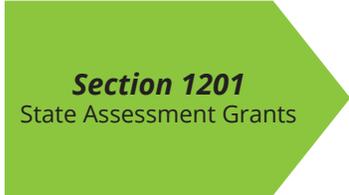
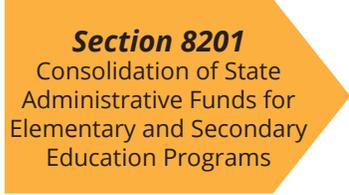
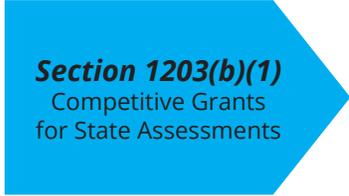
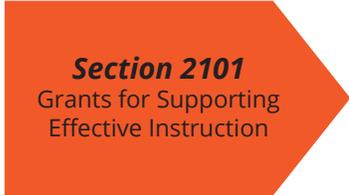
⁶<http://www.gfoa.org/services/nacslb>

Sources of Funding

With K–12 education spending still below pre-recession levels, states will need to consider all possible sources of funding to support the design and implementation of an innovative assessment system. This should include conversations with state policymakers as well as local school boards about how to dedicate state and local funds to support the state’s vision for an innovative assessment system. These conversations should happen early and should be ongoing to ensure the state has sufficient funding to support the activities outlined in the timeline. States should also engage in conversations with philanthropic, community, and business partners who may have an aligned interest in the work and the resources to support some of the activities.

While state and local governments and their partners will serve as the primary financers for design and implementation of an innovative assessment system, states should consider strategies for aligning related federal funding sources to support this work. Figure 4 provides a list of federal programs that states can leverage to support the design and implementation of a new assessment system.

Figure 4. Federal Funding for Innovative Assessments

Federal Program in ESSA	Purpose
 <p>Section 1201 State Assessment Grants</p>	A formula program that supports states in the development of state assessments and standards and in the administration of state assessments including developing balanced assessment systems that include summative, interim or formative assessments and evaluating students through competency-based models.
 <p>Section 8201 Consolidation of State Administrative Funds for Elementary and Secondary Education Programs</p>	A State Education Association (SEA) may consolidate state administration funding for any program in ESSA.
 <p>Section 1203(b)(1) Competitive Grants for State Assessments</p>	A competitive grant program that helps states make improvements to the quality of the state assessment system.
 <p>Section 2101 Grants for Supporting Effective Instruction</p>	A formula grant program to help states improve teacher quality through a wide range of activities including professional development, teacher and leader evaluation, recruitment and retention policies, and alignment of pre-service programs.

Controlling Cost

In addition to aligning all sources of education funding behind the state's vision for education reform, states will need to identify creative strategies for reducing overall program costs. These can include everything from streamlining existing programs, to leveraging the capacity of external partners, to centralizing core operational tasks. The following list provides some ideas that states might want to consider as they explore strategies for reducing design and implementation costs.

10 Potential Cost-Savings Strategies for Innovative Assessment Design

- 1 Leverage the Capacity of State Education Organizations**—States could explore partnerships with state education organizations to help build capacity for implementation tasks. Membership organizations in particular, can play a critical role in administering professional development opportunities through their conferences and events.
- 2 Align State Professional Development Requirements**—States can re-scope their annual professional development requirements so educators can earn credit for aligned activities such as the creation, scoring, or calibration of performance tasks.
- 3 Create District Learning Networks**—States can empower innovative district leaders and educators to provide technical assistance and trainings to districts that are new to the work.
- 4 Identify Educator Leads for Assessment Creation and Scoring**—States may want to select smaller cohorts of educators to participate in the extensive professional development necessary to develop and score assessment tasks. These educators can then serve as assessment leads for their district. For more information, see brief three in this series, "Supporting Educators and Students Through Implementation of An Innovative Assessment and Accountability System."
- 5 Create a Centralized Bank of Assessments**—States may want to partner with an external organization or other states to create a centralized bank of high quality assessments that states and districts can access to customize their assessment system. While this can generate significant cost savings, states are not likely to see the same level of professional benefit and ownership for educators since they are not directly involved in the creation of items, tasks, and assessments.
- 6 Establish a Step-By-Step Platform for Assessment Design**—States can create an online platform that supports educators as they build assessments by helping them walk through a set of steps. This approach enables educators to leverage an online platform, reducing the travel costs associated with in-person assessment design sessions.

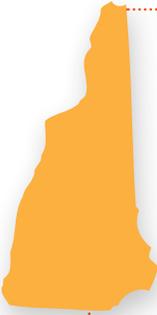
- 7** — **Convert Cost Savings from Assessment Transition**—As districts transition to the new assessment system, they will no longer need to invest in the old system. States should redirect those cost savings back into the development of the new system.
- 8** — **Engage Business Partners**—States may want to engage business leaders in the design and development of the assessment system given their shared interest in college and career readiness. Businesses can make direct investments in the work and help establish career pathways for all students.
- 9** — **Establish an Independent Fundraising Entity**—States may want to establish an independent entity or organization responsible for raising and distributing non-public contributions supporting the work. This could help states leverage a wide range of financial support and establish independence from the political system. Examples include the Colorado Education Initiative, the Fund for Transforming Education in Kentucky, and the New Hampshire Learning Initiative.
- 10** — **Leverage National Conferences and Opportunities to Visit Schools**—State leaders should start to send key staff to national conferences or organized school visits that align to the work the state is looking to begin. This will enable the state to build expertise early on and establish important national contacts that can prove beneficial throughout the implementation process.

Considerations for State and District Leaders

As states develop the timeline and budget for their innovative assessment system, they should engage the participation of a wide range of stakeholders to ensure deep buy-in and commitment. State and district leaders may want to consider the following questions as they engage in these conversations.

Figure 5. Considerations for State and District Leaders

Building a Project Timeline	
State	Local
<ul style="list-style-type: none"> • Who needs to be involved in the creation and monitoring of a project timeline? • What phases of work and critical activities must be included in the project timeline? • How will a project timeline illustrate a commitment to high quality and feasibility? • How will you determine whether a school district is prepared to participate in the innovative assessment and accountability pilot? • How will you determine whether a school district is prepared to move to the next phase of design or implementation? 	<ul style="list-style-type: none"> • Who needs to be involved in the creation and monitoring of a project timeline? • Who are the local stakeholders who must be involved in the creation and implementation of a project timeline? • In what areas will you need capacity building, and what level of capacity building is needed in each area? • What quality signals need to be monitored to ensure sufficient progress through the timeline?
Building a Budget	
State	Local
<ul style="list-style-type: none"> • What are the major budget categories for this work and what resources can the state leverage or repurpose to align to its vision and theory of action for innovative assessments? • What state and national partners can the state leverage to increase financial support and in-kind contributions to support this work? • What budgeting strategies will help the state establish financial sustainability for this work over the long run? • How can the state streamline the assessment creation, evaluation, and scoring processes to save costs without sacrificing quality of outcomes? 	<ul style="list-style-type: none"> • How can the district realign its investments and activities to support the vision for innovative assessments? • What local or regional partners can the district leverage to increase financial support and in-kind contributions to support this work? • What strategies can the district implement to streamline costs for professional development and training associated with the innovative assessment system?



CASE STUDY: NEW HAMPSHIRE

As the only state that has undertaken the design and implementation of an innovative assessment and accountability system, studying New Hampshire offers insight into how a state may choose to create a timeline and budget for the creation of the system.

In their proposal to the U.S. Department of Education,⁷ New Hampshire identified four timeline components of their implementation plan:

- **Requirements for participating districts:** Districts are required to meet specific standards, commit to peer and expert review processes, participate in developing and implementing accountability requirements, administer local performance assessments, and report data on student results.
- **Technical and professional learning support, including task development and scorer calibration activities:** Participating schools created work groups to develop key competencies that align to graduation requirements and build the task bank. They also meet frequently throughout the year for peer review work around alignment and fairness, monitoring and scoring (calibration), and fair and comparable competency determinations.
- **Benchmarks for success:** Progress monitoring tracking systems require the completion of a number of commitments over the course of the academic year and the summer. These activities include administration of summative performance assessment tasks, submission of scoring data for quality review analyses, participation in technical peer reviews, submission of annual competency determinations for all students, three months of summative assessments, engagement in sustained professional development.
- **Communication plan and distributed decision-making:** Commissioner Virginia Barry held monthly meetings with district superintendents, an accountability task force was created, an advisory group of practitioners came together, and the state had ongoing meetings with a policy oversight group.

As states create their own plans, they should consider their own local contexts to ensure that strategies are aligned to their specific needs. For example, the size of New Hampshire enabled easier communication while other states may need to adopt more strategies to include a broad and diverse range of voices in the design and feedback processes.

Additionally, the following table includes four major budget categories for New Hampshire's first year of the innovative assessment pilot. The information is based on the first four school districts to participate in the pilot, so again, states should consider their own contexts when creating their own budgets.

Category	Amount for Year One
State personnel costs	\$250,000
Technical consultant costs	\$1,600,000
Disbursements to districts (stipends for summer work; cross-district meetings; and grants to districts for local costs which includes teacher stipends for out-of-contract work days as required by bargaining agreements, substitute teachers, mileage, and directly-related supplies)	\$300,000
Other relevant costs (communications and PR)	\$150,000

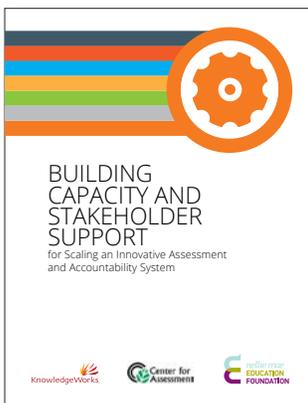
⁷<http://education.nh.gov/assessment-systems/documents/pilot-proposal.pdf>

Conclusion

The goal of this brief is to help states and district leaders design an effective strategy for building a timeline and budget to support the implementation of an innovative assessment system at scale. While each state will approach this work differently depending on their vision and local context, all will have to consider the concepts elevated in this brief. A transparent and defensible timeline is an essential guide for steering state and district leaders through the development of a high quality assessment system. Similarly, a transparent and defensible budget is critical for communicating priorities and demonstrating deep and sustainable commitment for the hard work at hand. Although states should have a well-developed timeline and budget before beginning the implementation stage of this work, these documents should remain somewhat flexible so states can make necessary improvements based on their continuous improvement and evaluation processes.

Summary

This brief is the 6th in a series released by KnowledgeWorks and the Center for Assessment to support states with the design of innovative assessment systems. In addition to the previous briefs, we encourage states and district leaders to review the final brief in the series on building capacity and stakeholder support for scaling an innovative assessment system:



Additional Support

KnowledgeWorks and the Center for Assessment are available to help states as they explore, design, and implement next generation assessment systems. Contact information for our organizations is listed below.

KnowledgeWorks can help states, districts, and other interested stakeholders establish the policy environments to support personalized learning at scale. The organization's expertise spans the federal, state, and district levels, supporting states with strategies to leverage current policy opportunities, remove existing policy barriers, and develop new policies that will help states create an aligned policy environment to support personalized learning. To learn more, contact the following people:

For State Policy and Alignment:

Matt Williams
Vice President of Policy and Advocacy
Williamsm@knowledgeWorks.org

For Federal Policy and Alignment:

Lillian Pace
Senior Director of National Policy
pacel@knowledgeworks.org

The **Center for Assessment** strives to increase student learning through more meaningful educational assessment and accountability practices. We engage in deep partnerships with state and district education leaders to design, implement, and evaluate assessment and accountability policies and programs. We strive to design technically sound policy solutions to support important educational goals. The Center for Assessment's professionals have deep expertise in educational measurement, assessment, and accountability and have applied this expertise to assessment challenges ranging from improving the quality of classroom assessments to ensuring the technical quality of state's large-scale achievement tests and ultimately to designing coherent assessment and accountability systems.

For Assessment and Accountability System Design and Strategic Implementation:

Scott Marion, Ph.D.
Executive Director
smarion@nceia.org

For Technical Quality and Comparability Design and Analyses:

Susan Lyons, Ph.D.
Associate
slyons@nceia.org

For Assessment Quality and Performance Assessment Development:

Jeri Thompson, Ed.D.
Senior Associate
jthompson@nceia.org

About Us



KnowledgeWorks is focused on ensuring that every student experiences meaningful personalized learning that allows them to thrive in college, career and civic life. We develop the capabilities of educators to implement and sustain competency-based and early college schools, work with state and federal leaders to establish aligned policy conditions and provide national thought leadership around the future of learning. Our subsidiary, StriveTogether, manages the national cradle-to-career network and helps communities to improve student outcomes through collective impact. www.knowledgeworks.org



The National Center for the Improvement of Educational Assessment, Inc. (Center for Assessment) is a Dover, NH based not-for-profit (501(c)(3)) corporation that seeks to improve the educational achievement of students by promoting enhanced practices in educational assessment and accountability. The Center for Assessment does this by providing services directly to states, school districts, and other organizations regarding the design, implementation, and evaluation of assessment and accountability systems. As a non-profit organization committed to the improvement of student learning, the Center for Assessment maintains a strong “open-source” ethic in terms of distributing its many creations and inventions. For example, the Center has developed many tools related to alignment methodology, student growth analyses, student learning objectives, comparability methods for innovative assessment systems, and validity evaluation that it provides freely to its clients and other non-commercial entities. www.nciea.org



The Nellie Mae Education Foundation is the largest philanthropic organization in New England that focuses exclusively on education. The Foundation supports the promotion and integration of student-centered approaches to learning at the middle and high school levels across New England—where learning is personalized; learning is competency-based; learning takes place anytime, anywhere; and students exert ownership over their own learning. To elevate student-centered approaches, the Foundation utilizes a four-part strategy that focuses on: building educator ownership, understanding and capacity; advancing quality and rigor of SCL practices; developing effective systems designs; and building public understanding and demand. Since 1998, the Foundation has distributed over \$180 million in grants. For more information about the Nellie Mae Education Foundation, visit www.nmefoundation.org.