

## REASSESSMENT BASED ON THE RESULTS OF THE LFD SURVEY

The LFD designed a survey to solicit additional input on the cost of curriculum development, professional development, instructional materials, assessment, need for additional math teachers, level of preparation for implementation in school year 2013 – 2014, impact to other programs and some basic demographic information. This input was used to reassess LFD's original estimate. The reassessment results are summarized below. The survey asked 41 questions, selected responses for which are provided in Appendix B.

The additional survey affirms the original estimates for professional development. Adjustments were made to curriculum development, mathematics teachers and instructional materials. The estimate for the cost of implementing student assessment is on less solid ground. Because there are a number of unknowns impacting investment in hardware, software and support infrastructure, the LFD will not change the original estimate. However, this estimate should be considered a minimum estimate of cost to the schools. Once additional information is available this estimate most likely will be revised upward.

Summaries for LFD's reassessment are provided below.

### Student Assessment (unchanged)

LFD estimated the need for one computer for every four students for the assessment. This was based on assumptions of how long the exam would take, the time window for the examination and the number of students being evaluated. The three outside surveys also assumed a ratio of four students per computer. OPI maintains data on computer resources by school statewide, using this data and applying our assumptions school by school it was determined that Montana schools would need to purchase 945 computers at \$940 each.

In the May meeting issues were raised with this part of LFD's analysis. The main concern was what is meant by available. In our original analysis "available" meant physically available to the student. Based on the conversation at the May meeting "available" may be better defined: as physically available to the student, properly configured and in an environment conducive to effective assessment.

A computer may be available for student use but may not be configured for assessment if it does not have an operating system that will support the SBAC system. Based on LFD's survey, only 64% of the computers available are currently configured with the proper software (Windows XP, Windows 7, MAC OSX, see figure 6 2). A computer may be available but not in the proper environment for testing. Ideally students would all take the exam in the same room so that they can be properly proctored and will not disrupt other classes. If those computers happen to be in an active class room, the class would be disrupted or the computer would need to be removed to another room in support of the SBAC assessment.

Figure 6: Operating Systems in use (Source: LFD survey May 2012)

