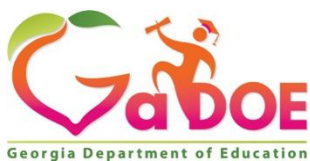


Georgia's Innovative Assessment Pilot Update

**The Georgia Department of Education's Update on the
Innovative Assessment Pilot (2018 SB 362)**



2020-2021



Section 1: Background

State Innovative Assessment Pilot

Senate Bill 362 in 2018 established an Innovative Assessment Pilot Program that allowed up to 10 school districts or groups of districts to develop alternate assessment and accountability systems aligned with state academic content standards. To select the innovative assessments that would be part of the program, the State Board of Education (SBOE) held a competition in summer of 2018, with two application deadlines of August 1, 2018 and September 1, 2018.

Innovative Assessment Pilot Program Application Announcement:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Innovative_Assessment_Pilot_Program_Application_Announcement-2018-07-17.pdf

Innovative Assessment Pilot Application:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Innovative_Assessment_Pilot_Application-2018-07-17.docx

The SBOE reviewed the applications and supporting evidence from all submitted applications, ultimately approving three applications for participation in the pilot: Cobb County School District (Cobb Teaching and Learning System Assess platform), Georgia MAP Assessment Partnership (MAP Growth for Georgia), and the Putnam Consortium (Navy).

Federal Innovative Assessment Demonstration Authority (IADA)

In order to pursue maximum federal flexibility for the state innovative assessment pilot, Georgia applied to participate in the federal Innovative Assessment Demonstration Authority (IADA) under Section 1204 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), on December 17, 2018.

Georgia's Application for the Innovative Assessment Demonstration Authority:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Georgia_IADA_Application.pdf

After receiving feedback from the U.S. Department of Education (ED), along with peer review notes, GaDOE provided additional information to ED demonstrating how Georgia's IADA application would meet all associated requirements. On July 12, 2019, Georgia received approval from ED to implement two of the innovative assessment models – Georgia MAP Assessment Partnership and the Putnam Consortium. As part of their approval, ED required that the Putnam Consortium's assessment model

produce a measure for the literacy (Lexile) indicator of CCRPI before being implemented. The Putnam Consortium submitted their plan for producing a literacy measure to ED in October 2019. Their plan was approved in February 2020.

U.S. Department of Education Interim Feedback Letter:

- <https://www2.ed.gov/admins/lead/account/iada/gaiadainterimfeedback03082019.pdf>

IADA Peer Review Notes:

- <https://www2.ed.gov/admins/lead/account/iada/gaiadapeernotes2019.pdf>

Georgia's Response to the Interim Feedback Letter:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Georgia_IADA_Addendum.pdf

IADA Approval Letter:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/GA_IADA_approval_final_letter.pdf

Putnam Consortium Literacy Measure:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Putnam_Consortium_Navy_Literacy_Measure_10_28.pdf

Participating Consortia

Georgia MAP Assessment Partnership

The Georgia MAP Assessment Partnership is developing MAP Growth for Georgia in partnership with NWEA. MAP Growth for Georgia is a through-year assessment that leverages adaptive interim assessments to provide timely insights on students' command of grade-level standards, measure academic growth, provide norm-referenced test results, and produce summative proficiency scores.

Features of the assessment system include:

- computer adaptive
- measures student learning relative to grade-level expectations and adapts within, below, or above grade level based on student performance
- provides growth and norm-referenced scores
- provides interactive online reporting

MAP Growth for Georgia will be administered three times per year, in fall, winter, and spring.

Putnam Consortium

The Putnam Consortium is developing Navvy in partnership with Navvy Education LLC. Navvy is an on-demand assessment system that leverages cutting-edge data science to provide real-time diagnostic data.

Features of the assessment system include:

- assesses students on individual standards
- teachers provide assessments on demand throughout the school year
- includes multiple opportunities for students to demonstrate mastery of each standard
- provides interactive online reporting

Navvy is administered on demand throughout the school year. Each standard includes approximately 8 questions and students can be retested on each standard up to two additional times after the initial administration.

Section 2: 2020-2021 Year 2 Update

Participation

Each year, the consortia may amend the list of districts participating in the innovative assessment pilot program by 1) submitting a redlined version of their Consortium Membership as provided in their approved State Board of Education application and approved IADA application, 2) ensuring that the demographics of the updated consortium continue to be representative of the state, and 3) submitting a signed *Memorandum of Understanding and IADA Application Assurances* for each new consortium member.

In 2020-2021, 14 districts participated in the GMAP Consortium (an increase from 9 districts the previous year) and 18 districts participated in the Putnam Consortium (an increase from 12 districts the previous year). As Year 3 of the IADA begins (2021-2022), the GMAP consortium will include 20 districts and the Putnam Consortium will include 12 districts.

	Year 1 2019-2020	Year 2 2020-2021	Year 3 2021-2022
GMAP	9	14	20
Putnam	12	18	12

GMAP participating districts in 2020-2021 include: Barrow County, Clayton County, Dalton City, Floyd County, Haralson County, Jackson County, Jasper County, Marietta City, Chattooga County, Evans County, Oglethorpe County, Social Circle City, Trion City, and Georgia Cyber Academy.

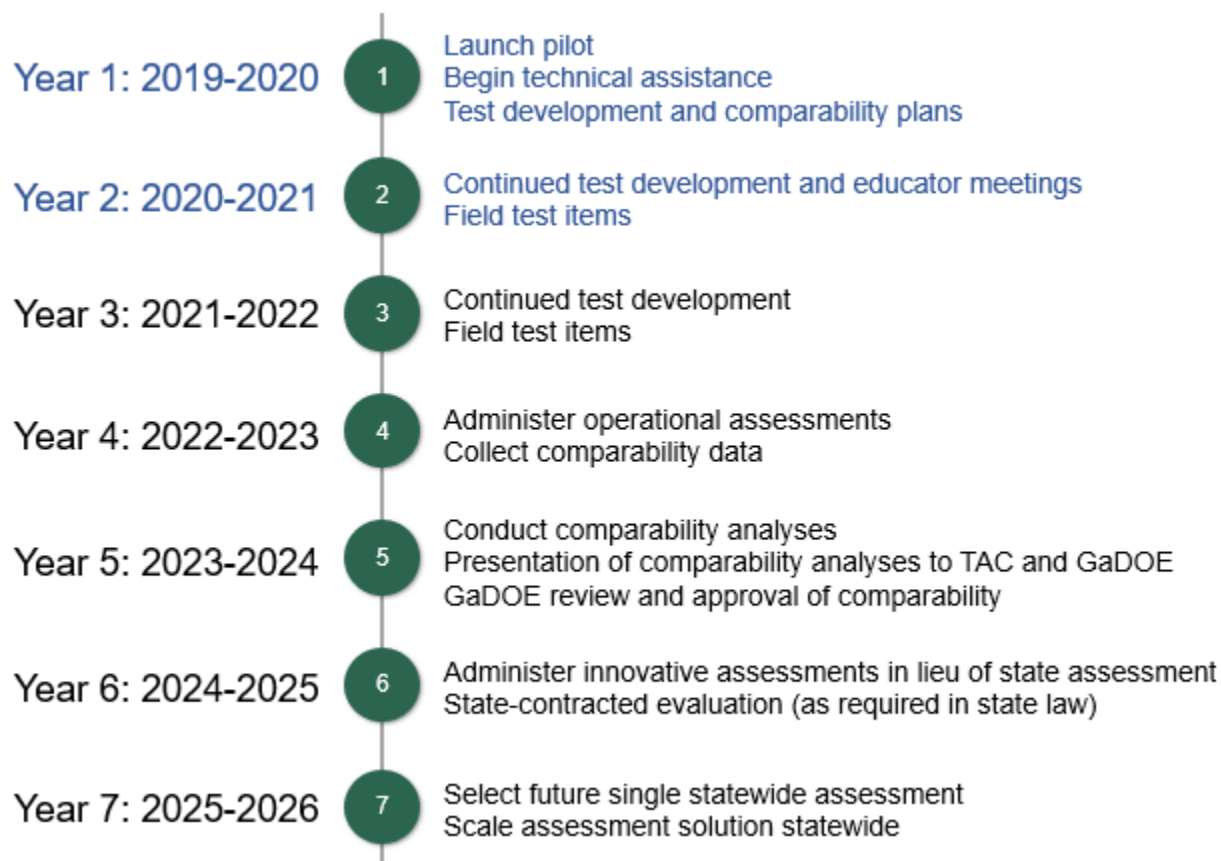
Putnam participating districts in 2020-2021 include: Calhoun City, Cook County, Dougherty County, Fayette County, Floyd County, Liberty County, Putnam County, Vidalia City, Ben Hill County, Candler County, Chattooga County, Echols County, Emanuel County, Mitchell County, Peach County, Scintilla Charter Academy, Statesboro STEAM Academy, and Troup County.

Timeline

Figure 1 presents a general timeline for the IADA, though detailed timelines vary by grade/content area and consortia. For example, both consortia are currently focused on developing English language arts and mathematics assessments, and will begin developing science and social studies assessments at a later date.

The COVID-19 pandemic impacted both consortia and delayed some of their test development and implementation plans. These delays are not unique to Georgia’s IADA project and were experienced by many states. These delays will likely necessitate extending the original five-year IADA timeline by two years.

Figure 1: IADA Implementation Timeline



Technical Assistance

Upon approval of Georgia's IADA application, the Georgia Department of Education (GaDOE) began providing technical assistance to the two participating consortia through a contract (procured through an RFP process) with WestEd. Through this contract, WestEd provides technical assistance hours to both consortia. These hours may include consultation time or other work (such as research or analyses) performed by WestEd, not to exceed the number of hours allocated to each consortium. Each consortium, in consultation with WestEd, shall determine how to utilize their hours. For the 2020-2021 school year (October 1, 2020 – September 30, 2021), each consortium had 12 technical assistance hours available. The Georgia MAP Assessment Partnership utilized 8 of their available hours. The Putnam Consortium utilized 1 of their available hours.

WestEd also convenes, coordinates, and facilitates two, two-day technical advisory committee (TAC) meetings annually to provide impartial advice to both consortia. The TAC will also make recommendations to GaDOE regarding comparability evidence and other technical issues associated with Georgia's demonstration authority. Two TAC meetings were held in 2020-2021, in December 2020 and July 2021.

TAC members include:

- **Dr. Wayne Camara**, Horace Mann Research Chair at ACT, is an expert in college and career readiness, psychometrics, assessment validation, and policy research. He has served on state technical advisory panels, including in Texas. In addition, Dr. Camara is past president of the National Council on Measurement in Education.
- **Dr. Gregory Cizek**, Guy B. Phillips Distinguished Professor of Educational Measurement and Evaluation at the University of North Carolina (UNC) at Chapel Hill, is an expert on standard setting, testing policy, classroom assessment, and detecting cheating on tests. He serves on multiple state assessment TACs, and prior to joining the UNC faculty, he managed national licensure and certification testing programs for American College Testing; served as a test development specialist for a statewide assessment program; and taught elementary school in Michigan.
- **Dr. Stuart Kahl**, founder and former CEO of Measured Progress, has more than 35 years of experience designing and implementing state programs that include innovative performance components, such as Vermont's portfolios, Kentucky's KIRIS program, Rhode Island's Distinguished Merit Program, and California's Golden State Examinations.
- **Ms. Lillian Pace**, Senior Director of National Policy at KnowledgeWorks, has extensive experience working with federal policymakers to create flexible policy environments that support personalized learning at scale. She has helped state and district leaders leverage federal policy to advance their vision for next-generation education reform, and she has authored several national publications on competency education, innovative assessments, and high school redesign. Ms. Pace joined KnowledgeWorks after directing the U.S. House Subcommittee

on Early Childhood, Elementary and Secondary Education. She spent nearly a decade on Capitol Hill advising policymakers on K–12 and higher education policy.

- **Dr. Stanley Rabinowitz**, Senior Technical Advisor at Pearson, has over 30 years of experience in large-scale assessment, including work as a former assessment director. He has consulted extensively on standards, assessment, and school/educator accountability issues with researchers, policymakers and assessment staff at national, state, and district levels in the United States and elsewhere globally. Dr. Rabinowitz has served on more than a dozen state and national technical advisory committees. He has directed the National Center for Standards and Assessment Implementation and the PMO for the Smarter Balanced Assessment Consortium. His expertise includes computer adaptive testing, developing and scoring technology-enhanced items, and assessing students across languages. Most recently, Dr. Rabinowitz served as General Manager for the Australian Curriculum, Assessment and Reporting Authority (ACARA). In this position, he was responsible for managing the national assessment programs (NAPLAN and NAP sample), national data reporting, including the My School website, and launching NAPLAN online in 2018.
- **Dr. Stephen Sireci**, Distinguished University Professor in the Psychometrics Program, Director of the Center for Educational Assessment at the University of Massachusetts Amherst, and President of Sireci Psychometric Services, is a national expert in educational test development and evaluation, particularly issues of cross-lingual assessment, standard setting, and computer-based testing. Dr. Sireci serves on several advisory committees, including committees for Texas and Puerto Rico, and he is the president-elect of the National Council on Measurement in Education.

Finally, WestEd provides GaDOE with an annual written report summarizing the technical assistance needs addressed at the TAC meetings and through technical assistance hours, lessons learned, and recommendations for future pilot program activities.

A major accomplishment in 2020-2021 was WestEd's development of comparability guidelines, which were reviewed and approved by the TAC. These guidelines will assist both consortia in developing assessments that will meet IADA comparability requirements and well-position them to submit evidence for federal assessment peer review, a process required by all state assessment systems.

WestEd Year 2 Annual Report (available soon):

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Assessment-Innovation-and-Flexibility.aspx>

Year 2 Annual Performance Report (APR)

Georgia is required to submit an annual performance report to the U.S. Department of Education at the conclusion of each of the five years of the IADA period. Georgia's second annual performance report was submitted on August 31, 2021.

IADA Annual Performance Report, Year 2: 2020-2021:

- https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Flexibility/Georgia_Year2APR_August2021.pdf

Progress Made

While the COVID-19 pandemic disrupted both consortia's plans for development in 2020-2021, considerable work was still accomplished, including:

- Item development
- Stakeholder engagement (item reviews, district recruitment, designing score reports, professional development, development of pandemic resources)
- Comparability planning
- Technical assistance

Technical Steps To Be Addressed

There are several technical steps that both consortia need to complete, including:

- Methodology to categorize students based on their overall level of mastery
- External alignment study to ensure the assessments align to Georgia's academic content standards
- Statistical comparability analyses to ensure the innovative assessments are providing similar results to that of the state's existing assessment system
- Development of science and social studies assessments
- Development of accommodations to ensure all students, including students with disabilities and English learners, can access the assessment content
- Updating mathematics assessments to align with the state's newly-adopted mathematics content standards, which will be implemented in 2023-2024

In addition to the technical steps both consortia need to address, each consortium has unique technical steps to complete.

Georgia MAP Assessment Partnership:

- Complete field testing of items and conduct a full through-year field test
- Finalize the through-year scoring model and determine if (and how) the through-year results (fall, winter, and spring) will roll up into a final summative score or if only the spring results will determine the summative score

Putnam Consortium:

- Develop protocols for assessing students who are not present in one school/district for the full school year on the full depth and breadth of Georgia's content standards
- Develop a literacy measure
- Develop a methodology for calculating the summative score

Policy and Practical Considerations

Both consortia are working to develop their assessment systems and address technical challenges associated with through-year assessments used for accountability purposes. In addition to the technical challenges both consortia are working to address, there are several policy considerations that the consortia and state will need to address in the final years of the pilot.

How do you preserve the formative nature of through-year assessments when they are reappropriated for summative uses?

Both consortia are building assessments designed to provide timely feedback to educators to guide instructional decisions and support student learning while instruction is still taking place. However, attitudes toward the assessments and how they are used may change once that previously-formative data becomes summative and is used for accountability purposes.

Questions to consider include: How does administration change? How do attitudes toward the assessment change? Does the value in receiving data throughout the school year outweigh the substantial increase in time spent on high-stakes assessment? Are score distributions impacted? Do through-year assessments with accountability implications reduce or increase student and educator test anxiety? Do teachers use the test differently? Is the information still used formatively when it becomes summative in nature?

How do you reconcile the assessments' different approaches to instruction?

A state's assessment system is designed to measure the extent to which students have mastered the state-adopted academic content standards. It is necessary that the assessment system support instruction of those standards. Both consortia have theories of learning associated with their assessment systems. The state will need to address how the state's academic content standards are intended to be implemented and how these assessment systems support, alter, or prescribe that intent.

Questions to consider include: Is retention of learning throughout the year assumed? Do through-year assessments allow for district-level control of curriculum scope and sequence? Are Georgia's content standards intended to be taught in isolation or integrated, and how does each assessment system's theory of learning align with that

intent? How would statewide implementation of these assessment systems impact instruction across the state?

How do you address unique administration challenges with through-year assessments?

Given the high-stakes nature of statewide summative assessments, there are many test administration policies and protocols implemented to ensure equitable access to the assessment, test integrity, and score validity and reliability. While such policies and protocols are well-developed for single end-of-year summative assessments, there are unique administration challenges associated with developing such policies and protocols for multiple, through-year summative assessment administrations.

Questions to consider include: How do you assess students who miss a testing occasion (or occasions) or move in or out of a school mid-year? How do you manage multiple testing windows and testing calendars while allowing district-level control of curriculum scope and sequence? How do you ensure test security without placing students in high-security learning environments year-round? How do you provide accommodations and ensure all students can access the assessment year-round? How do you ensure score comparability, when students throughout the state may be assessed on different standards at different times?

Next Steps

In 2021-2022, both the GMAP and Putnam consortiums will resume progress on test development following pandemic-related disruptions. This will necessitate a reevaluation of current schedules and adjustments to ensure appropriate time is allotted to all technical work.

Both groups will present their project plans regarding comparability evidence to the TAC. This will include reviewing existing comparability evidence as well as plans for upcoming analyses to ensure all guidelines will be met. A review process will be determined for WestEd, the TAC, and GaDOE to evaluate comparability evidence and support ongoing efforts to meet guidelines.

Georgia is required to submit annual performance reports to the U.S. Department of Education at the conclusion of each of the five years of the IADA period. Georgia's third annual performance report is expected to be due August 31, 2022.