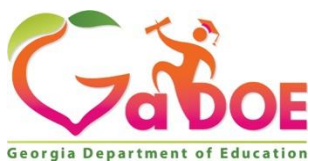


Georgia's Innovative Assessment Pilot Update

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



2019-2020





State Innovative Assessment Pilot

Senate Bill 362 in 2018 established an Innovative Assessment Pilot Program that allows up to 10 school districts or groups of districts to develop alternate assessment and accountability systems aligned with state academic content standards. In order 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.

Attachment 1: 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

Attachment 2: 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) on December 17, 2018.

Attachment 3: Georgia's Application for the Innovative Assessment Demonstration Authority

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

Georgia received an interim feedback letter, along with peer review notes, from the U.S. Department of Education regarding its IADA application on March 8, 2019. This letter

required additional information be submitted to demonstrate how Georgia's IADA application would meet all associated requirements.

Attachment 4: U.S. Department of Education Interim Feedback Letter

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

Attachment 5: IADA Peer Review Notes

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

A response to the interim feedback letter was submitted to the U.S. Department of Education on June 4, 2019.

Attachment 6: Georgia's Response to the United States Department of Education's Interim Feedback Letter

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

On July 12, 2019, Georgia received approval from the U.S. Department of Education to implement two of the innovative assessment models – Georgia MAP Partnership and the Putnam Consortium.

Attachment 7: IADA Approval Letter

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

As part of the IADA, each approved consortium must demonstrate comparability between their innovative assessment system and Georgia Milestones before being approved by GaDOE to implement their assessment system in lieu of Georgia Milestones. Additionally, the U.S. Department of Education is requiring 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 the U.S. Department of Education in October 2019. That plan was approved in February 2020.

The consortia will have the opportunity to present their comparability evidence to the newly formed innovative assessment technical advisory committee when available. Once comparability has been established, GaDOE will work with the participating districts to amend their state flexibility contracts accordingly. That is the vehicle through which districts will be approved to use the innovative assessment system in lieu of Georgia Milestones.

After such approval, all participating districts will have to continue to administer Georgia Milestones to the extent necessary (i.e., a sample of students) throughout the IADA period to continue to meet annual comparability requirements. Additionally, Georgia Milestones will need to be administered to all students in any grade, content area, or course for which the innovative assessment system does not have a corresponding assessment.

Once a consortium has demonstrated comparability between their innovative assessment system and Georgia Milestones and been approved by GaDOE, the innovative assessment

system's results will be used in CCRPI calculations. Both consortia's assessment systems will produce a summative score, growth score, and literacy (Lexile) score that will be used in CCRPI calculations.

At the end of the IADA (the close of the 2023-2024 school year), the state will determine whether either of the innovative assessment systems should be administered statewide. Georgia is required to determine which one assessment it will administer to all students by the end of its participation in the IADA.

Georgia MAP Partnership and Putnam Consortium Assessments

The districts participating in each of the two consortia as approved in Georgia's IADA application include:

- Georgia MAP Assessment Partnership: Barrow County, Clayton County, Dalton City, Floyd County, Haralson County, Jackson County, Jasper County, Marietta City, Polk County
- Putnam Consortium: Calhoun City, Cook County, Dougherty County, Evans County, Fayette County, Floyd County, Liberty County, McIntosh County, Oglethorpe County, Pike County, Putnam County, Vidalia City

Both consortia are development assessment systems that include a series of formative or interim assessments administered throughout the school year that will roll up into a single, summative score. The Georgia MAP Assessment Partnership is utilizing MAP Growth for Georgia created by 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. The Putnam Consortium is utilizing Navvy, a diagnostic assessment system created by Navvy Education, LLC. Navvy is an on-demand assessment system that leverages data science to provide real-time and reliable diagnostic data upon which teachers can act to customize learning opportunities for students.

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 2019-2020 school year (August 1, 2019 – July 31, 2020), each consortium has 114 technical assistance hours available.

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 the GaDOE regarding comparability evidence

and other technical issues associated with Georgia's demonstration authority. The first meeting of the TAC occurred in December 2019. The second meeting of the TAC will occur in April 2020.

TAC members include:

- **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. 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 portfolios, Kentucky's KIRIS program, Rhode Island's Distinguished Merit Program, and California Golden State Examinations.
- **Dr. Marianne Perie**, Director of the Center for Assessment and Accountability Research and Design at the University of Kansas, has extensive experience in K-12 assessment, accountability, and performance standards. Dr. Perie has assisted many states in developing valid, reliable, and equitable assessments and accountability systems and has authored publications that have guided assessment and accountability leaders.
Note: Dr. Perie resigned from the TAC after the December 2019 meeting.
- **Dr. Wayne Camara**, Horace Mann Research Chair at ACT, is 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. 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.
- **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. *Note: Dr. Rabinowitz joined the TAC after the December 2019 meeting.*

Finally, WestED shall provide the 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.

Next Steps

Both consortia are continuing with the development of their assessment systems in accordance with the information and timelines provided to the U.S. Department of Education in Georgia's approved IADA application. Additionally, both consortia are working towards building comparability evidence to present to the TAC. A timeline for when comparability evidence will be established is not currently available.

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 first annual performance report is due August 30, 2020.

Attachment 8: IADA Annual Performance Report Template (attached)

GaDOE is in the process of finalizing the process that will allow additional districts that are interested to be added to one of the consortia.