

Georgia Innovative Assessment Pilot Program

TECHNICAL ASSISTANCE ANNUAL REPORT

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GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

TECHNICAL ASSISTANCE ANNUAL REPORT

INTRODUCTION

The purpose of this Technical Assistance Annual Report is to describe progress in implementation of Georgia’s Innovative Assessment Pilot Program (IAPP) and to summarize the technical assistance needs of the pilot program consortia and how they have been addressed during the program’s third year. The main mechanisms for technical assistance include meetings with a Technical Advisory Committee (TAC) and meetings with WestEd, Georgia’s IAPP technical assistance provider. A discussion of challenges and next steps for future pilot program activities is also included.

Previous annual reports described several themes related to implementation, as follows:

- delays due to COVID-19 and impacts to the IAPP timelines,
- challenges of comparability and assessment for accountability,
- resource challenges associated with building and scaling new assessments, and
- benefits and limitations of an assessment competition.

These themes remained relevant in Year 3, with the impacts of limited testing due to COVID-19 continuing to affect each consortium’s ability to produce a full suite of assessments that could be used in lieu of the Georgia Milestones assessments and to produce and analyze data that could be used to evaluate comparability. Year 3 built on the comparability guidelines developed during Year 2, with each consortium describing plans to address criteria, though it will only be in Year 4 that comparability evidence submissions will begin. In addition, during Year 3, each consortium’s vendor partners made business decisions which may affect future IAPP work.

PROGRAM REQUIREMENTS AND TECHNICAL ASSISTANCE

Georgia’s IAPP was authorized under Georgia Senate Bill 362 and the United States Department of Education’s Innovative Assessment Demonstration Authority (IADA). Two groups of school districts—the Putnam Consortium (Putnam) and the Georgia MAP Assessment Partnership (GMAP)—were granted the authority to develop new accountability assessments. Districts participating in the GMAP and the Putnam consortia can administer a new assessment program (either the Georgia MAP assessment in the GMAP consortium or the Navy system of assessments in Putnam) in place of the state’s summative Georgia Milestones tests once the new assessments have demonstrated comparability to Georgia Milestones and received approval from the state. The original timeline for the consortia to demonstrate comparability was a five-year period, beginning in fall 2019 and completing in summer 2024. It may be possible to receive a two-

year extension from the federal government, which would allow the pilot to continue through summer of 2026.

To support the Putnam and GMAP consortia, the Georgia Department of Education (GaDOE) contracted with WestEd to provide technical assistance to both consortia. Technical assistance is provided through two primary mechanisms: 1) technical assistance hours allocated for WestEd meetings with the consortia to discuss the IAPP goals, project roadblocks, and psychometric considerations, and 2) technical advisory committee (TAC) meetings facilitated by WestEd where the consortia can get assessment advice from industry experts.

WESTED-CONSORTIA TECHNICAL ASSISTANCE MEETINGS

During Year 1, 114 hours of WestEd staff time were available to Putnam and GMAP, compared to 12 in Years 2 and 3. Despite this reduction in available hours, the consortia did not use all of the 12 allocated hours in either Years 2 or 3. In Year 3, GMAP used 8.5 hours while Putnam used only 3.5 hours.

For GMAP, these hours were used for nine monthly check-in meetings, including preparation and follow-up, at which the following topics were discussed: timeline and process for submitting and reviewing comparability evidence, updates from GaDOE, specific topics such as score banking for summative reporting, field test design, TAC meeting preparation and follow-up, and changes in consortium implementation timelines.

For Putnam, hours were used during three meetings, including preparation and follow-up, at which the following topics were discussed: estimated costs for alignment studies and data review, timeline and process for submitting and reviewing comparability evidence, specific comparability topics such as assessment monitoring and depth and breadth of standards, TAC meeting preparation and follow-up, and considerations related to conflict of interest.

WestEd also supported conversations between the consortia and GaDOE when questions about Georgia Milestones policies and documentation or comparability requirements arose.

As noted in previous reports, more use could be made of WestEd's technical assistance to help the consortia prepare for comparability discussions. WestEd will continue to encourage the consortia to make active use of the technical assistance hours, which are provided by the state at no cost to the consortia, by proactively identifying potential topics to discuss and potentially discussing initial comparability documentation.

TAC MEETINGS

In past years, WestEd planned and facilitated two TAC meetings for the Georgia IAPP, in which each consortium met with the TAC for one full day at each meeting. In Year 3, an initial daylong TAC meeting was held in December 2021 (December 2 and 3), followed by two half-day TAC meetings with each consortium in March 2022 (March 29 and 31) and June 2022 (June 21). This change was made to allow for additional opportunities for the consortia to get feedback related to their plans for spring/summer 2022 analysis and then to be able to preview preliminary results with the TAC.

Each TAC meeting included representatives of participating districts, their test development partners, WestEd, GaDOE, the Governor's Office of Student Achievement (GOSA), and TAC committee members. The IAPP TAC includes the following assessment policy and measurement experts:

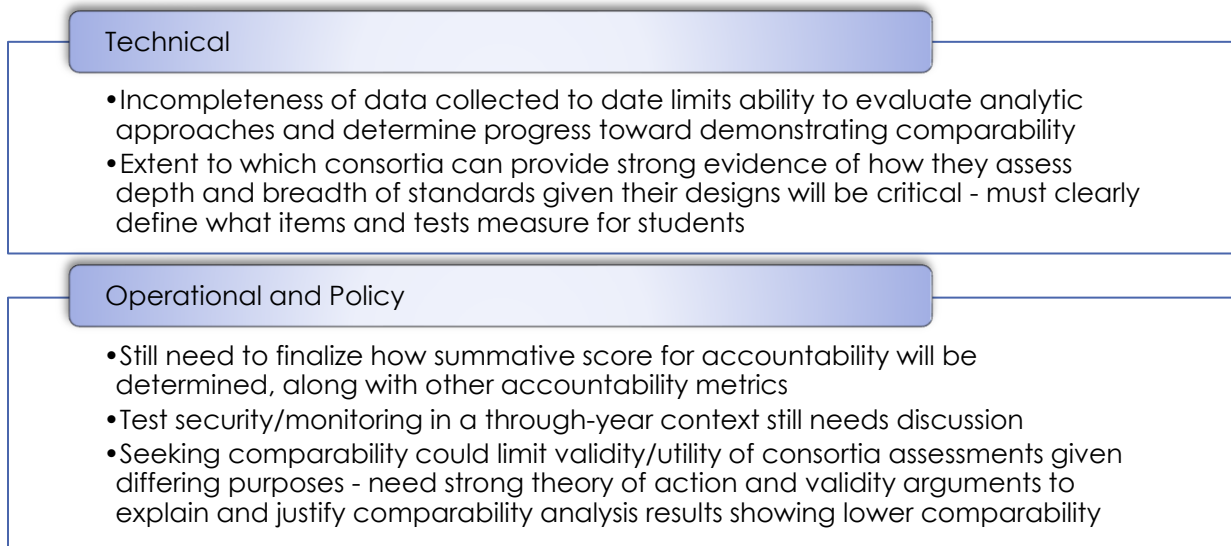
- Wayne Camara, Distinguished Scientist for Measurement Innovation, Law School Admissions Council
- Gregory Cizek, Professor of Educational Measurement and Evaluation, School of Education, University of North Carolina at Chapel Hill
- Stuart Kahl, Senior Technical Consultant/Advisor in Assessment, Kahl Balanced Assessment Practices
- Lillian Pace, Vice President of Policy and Advocacy, KnowledgeWorks
- Stanley Rabinowitz, Senior Technical Advisor, EdMetric
- Steven Sireci, President, Sireci Psychometric Services & Distinguished University Professor, University of Massachusetts Amherst

In Year 3, a significant portion of TAC meetings was spent reviewing the comparability guidelines established during Year 2 and discussing each consortia's plans to collect necessary evidence for each requirement. During the meetings, the TAC provided advice about technical, operational, and policy considerations for each assessment and the associated comparability requirements. For example, an ongoing technical challenge for both consortia is considering how to ensure that their assessments align to the breadth and depth of the Georgia standards and how they might provide evidence of this alignment. The TAC has therefore weighed in on potential test blueprints and methods to calculate summative scores, as well as potential approaches to alignment studies themselves. Another ongoing technical challenge is that much of the information that consortia have provided to the TAC during Year 3 consisted of data from incomplete 2020-21 test administrations or from simulations. No complete administrations of Navvy have taken place since the interrupted 2019-20 school year nor has the GMAP through-year design been implemented - districts continued to utilize MAP Growth in fall and winter, and only field tested GMAP in the spring. These data limitations made it difficult for the TAC to effectively weigh in on methods, as it's unclear how they might generalize with a larger dataset. Nonetheless, the TAC provided advice about other specific technical matters when possible, such as thresholds for classification consistency calculations.

During Year 3, the TAC continued to seek more definite information and decisions from the consortia about operational and policy issues, such as how they will calculate summative score, how they will handle test security requirements and accommodations, and each assessment's validity framework.

Figure 1 provides a high-level summary of the TAC feedback from the three meetings held during Year 3. Discussion topics from the meetings are provided in Appendix A.

Figure 1. Summary of 2021-22 (Year 3) TAC Feedback



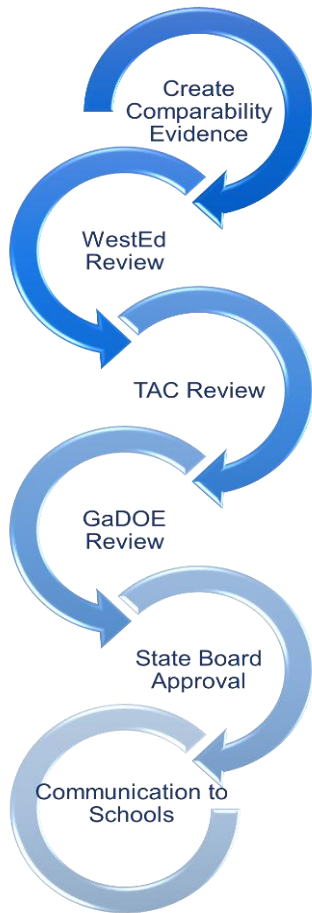
OTHER TECHNICAL ASSISTANCE: STATE-REQUIRED INDEPENDENT TECHNICAL EVALUATION

In addition to facilitating TAC meetings and providing direct support to consortia, as part of the Year 3 technical assistance, WestEd also provided feedback on draft evaluation requirements which the state will use to seek an independent evaluator for the IAPP. Georgia state law requires that the State Board of Education and the Georgia Department of Education contract with an independent organization to “...evaluate comparability between the innovative assessments, including norm-referenced assessments, and the state-wide assessments, including for subgroups of students” and to “identify strategies that may be used to scale the innovative assessment to all local school systems state-wide.”

OTHER TECHNICAL ASSISTANCE: ESTABLISHING THE COMPARABILITY PROCESS

During Year 2, WestEd worked with GaDOE and the TAC to develop a comparability guidelines document which would serve as a checklist for the consortia to use in gathering and submitting the evidence needed to establish that their assessments meet federal IADA guidelines and could potentially be used as an alternative system to the Georgia Milestones assessments. The comparability guidelines are organized around the original IAPP application to the State Board as well as IADA requirements and peer review guidelines. They provide more description and examples of the types of evidence that address each of the requirements. During Year 3, more detail on the process to follow the guidelines was developed.

Figure 2. Comparability Review Process



During Year 3, as noted, the consortia each presented plans for how they could address each element within the comparability guidelines. As the 2021-22 school year ended and the consortia planned for comparability analyses to begin in earnest, discussion turned to specific procedures and timelines for submission and review of evidence. As shown in Figure 2, the review process includes multiple stages (see Figure 2, first shown in the Year 2 report). During Year 3 discussions of evidence, the TAC noted that it would be preferable to review all the evidence for a given criterion together, rather than having different information related to the same criteria be submitted for review at different times. This approach is also required per the IADA regulations and was one of the assurances the state and each participating district signed as part of the IADA application. Additionally, the GaDOE clarified that districts would need to make decisions about using consortia assessments and communicate these decisions to their communities prior to the start of the relevant school year, meaning that analyses, reviews, and approvals would need to be completed in early summer. That timeline may pose a challenge to how quickly either consortia’s assessment could be used in lieu of Georgia Milestones. More information on progress in implementation is provided in the following section. During Year 3, review stages were therefore more concretely defined in terms of procedures and timelines so that consortia and the state could better prepare. A more detailed description

of each stage follows.

- 1) **Create comparability evidence.** Each consortium will use the comparability guidelines to collect and summarize information needed to meet each criteria. They will have two opportunities to submit evidence in Year 4 and will prioritize which evidence is submitted in each window (October or March). Evidence will be submitted electronically to WestEd.
- 2) **WestEd review.** WestEd staff will then review the evidence for completeness and provide any necessary feedback to the consortia to supplement their submissions prior to TAC review.
- 3) **TAC review.** WestEd will then notify TAC members that evidence is ready for review. Members will review individually first, with TAC meetings held in December and May to discuss their findings. The TAC will first meet internally to discuss evidence and then a separate meeting will be held with each consortia to provide feedback on any submitted evidence. The TAC will then make a recommendation to GaDOE regarding the strength of the evidence submitted.

- 4) **GaDOE review.** Following the submission of a consortium’s full set of comparability evidence and TAC review, GaDOE will review the full body of evidence and the TAC’s recommendations and present that information to the State Board for consideration. This review could take place as early as Spring 2023 but could be later if comparability evidence is incomplete.
- 5) **State Board Approval.** Based on the the TAC and GaDOE reviews, the State Board may then approve the assessments for use in lieu of the Georgia Milestones. This approval would need to take place in July.
- 6) **Communication to Schools and Communities.** Once State Board approval has been received, districts will be notified and may choose to participate in the new assessments in lieu of Georgia Milestones during the IADA period via a formal school board approval process. This decision would then need to be communicated to families, staff, and students prior to the start of the school year (likely August). Note that the consortia would be required to double-test at least a sample of students (i.e., administer both their assessment and Georgia Milestones) to complete IADA-required annual comparability analyses.

PROGRESS TOWARD FULL IMPLEMENTATION

Year 3 of IAPP implementation (school year 2021-22) was perhaps the most typical school year in terms of instruction and assessment since schools around the country shut down in spring 2020 due to the COVID-19 pandemic. However, effects of the pandemic which lingered beyond 2020, as well as other issues specific to each consortium, continue to be reflected in changes to the originally projected timelines. Table 1 shows the original Putnam timeline along with changes and revisions from those original plans. Note that the original IAPP timeline was a 5-year timeline plus a 2-year scale-up timeframe; however, if those additional two years are needed for development, the timeline to implement a new assessment statewide would be further delayed. Putnam has not indicated what activities would be needed beyond the initial 5 years, while GMAP has already noted that an extension would be needed to obtain initial approval for use in lieu of Georgia Milestones.

Table 1. Original and Current/Revised Putnam Timeline

Putnam	Original	Changes/Revised Plans
Year 1: 2019-20	<ul style="list-style-type: none"> • Ready for comparability: Math & ELA 3-8 & High School • Field test: Grades 1-2 and Writing 5, 8, 11 • Develop: Science 4 & 7 	<ul style="list-style-type: none"> • No Georgia Milestones or Navy spring administrations • No field test
Year 2: 2020-21	<ul style="list-style-type: none"> • Operational: Math & ELA 1-8 & High School • Ready for comparability: Writing 5, 8, 11 • Field test: Science 4 and 7; Writing 3,4,6,9 	<ul style="list-style-type: none"> • Georgia Milestones and Navy administrations with incomplete participation • Grades 3-8 Navy ELA and math only
Year 3: 2021-22	<ul style="list-style-type: none"> • Operational: Math & ELA 1-8 & High School; Writing 5, 8, 11 • Ready for comparability: Science 4 and 7; Writing 3,4,6,9 	<ul style="list-style-type: none"> • Georgia Milestones and Navy administrations • Grades 3-8 Navy ELA and math only
Year 4: 2022-23	<ul style="list-style-type: none"> • Final adjustments & comparability analyses 	<ul style="list-style-type: none"> • Comparability analysis and approval process for grades 3-8 ELA and math
Year 5: 2023-24	<ul style="list-style-type: none"> • Ongoing comparability analyses 	<ul style="list-style-type: none"> • Navy operational assessments in lieu of

Putnam	Original	Changes/Revised Plans
		Georgia Milestones (ELA and math only) with ongoing annual comparability analyses (as required by IADA)

The Putnam consortium’s original plan was to establish comparability quickly and obtain approval to use Navvy in lieu of Georgia Milestones for accountability purposes as soon as possible so that consortium members would not need to continue using both assessments. However, Putnam would still be required to double-test at least a sample of students to complete IADA-required annual comparability analyses. Though these plans were interrupted, Putnam hopes to use data from the 2021-22 school year as a primary source of comparability evidence. While 2020-21 data are available for Putnam, the TAC has pointed to limitations of those data, and so the 2021-22 data will likely offer the most complete and realistic picture of student performance based on Navvy and Georgia Milestones assessments.

Table 2 shows the original GMAP timeline along with changes and revisions from those original plans.

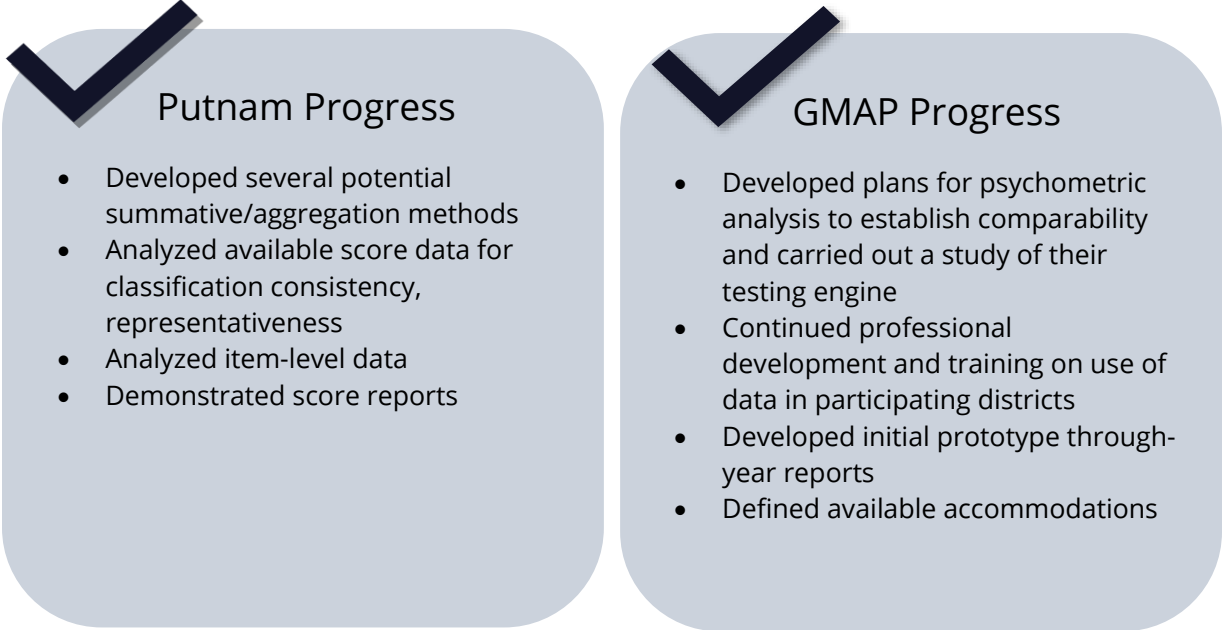
Table 2. Original and Current/Revised GMAP Timeline

GMAP	Original	Changes
Year 1: 2019-20	<ul style="list-style-type: none"> Collect data through MAP Growth & Georgia Milestones Develop new GMAP specific items 	<ul style="list-style-type: none"> No Georgia Milestones or Navvy spring administrations No field test
Year 2: 2020-21	<ul style="list-style-type: none"> Collect data through MAP Growth & Georgia Milestones Develop new GMAP specific items 	<ul style="list-style-type: none"> Georgia Milestones and MAP Growth administrations with incomplete participation
Year 3: 2021-22	<ul style="list-style-type: none"> Administer GMAP as a through-year assessment Establish comparability with Georgia Milestones for ELA & Math 	<ul style="list-style-type: none"> Georgia Milestones and MAP Growth administrations GMAP field test (spring 2022) – ELA and math
Year 4: 2022-23	<ul style="list-style-type: none"> ELA & Math operational GMAP Science administered as through-year assessment Establish comparability with Georgia Milestones for science 	<ul style="list-style-type: none"> NWEA stopped work in June 2022 Consortium will continue to administer MAP Growth while seeking funding for GMAP development
Year 5: 2023-24	<ul style="list-style-type: none"> ELA, Math & Science operational 	<ul style="list-style-type: none"> Hoping to field test GMAP through-year assessment in ELA and math, which would delay operational administration until 2025–26.

In contrast to Putnam’s original accelerated timeline, GMAP planned to focus on item development in early years, while districts continued to administer the MAP Growth assessments. Pandemic-related delays mean that the first time GMAP items were administered was spring 2022, and the first time GMAP could be administered as a through-year assessment was delayed from Year 3 (2021-2022) of the project to Year 4 (2022-2023). Even this new timeline, however, will be further delayed due to funding and support challenges. As of now, NWEA has stopped work on the project, and the districts will not be able to administer GMAP as a through-year assessment in 2022–23.

Nevertheless, both consortia did make some progress during Year 3 (see Figure 3 for a summary). For example, GMAP technical staff carried out a testing engine evaluation study which TAC members generally thought demonstrated that the assessment was providing reasonable coverage of the expected blueprint and precision of measurement. Both GMAP and Putnam analyzed sample representativeness compared to the Georgia population, though again data were limited. Both consortia also developed plans for assessing classification accuracy and consistency that garnered positive feedback from the TAC and both consortia also shared sample assessment reports.

Figure 3. Overview of Implementation Progress in Year 3



DISCUSSION AND NEXT STEPS

Year 3 of implementation of the IAPP was characterized by a transition back to instruction and assessment that resembles pre-pandemic schooling. However, the effects of the last two years are evident in the changes and delays to the original IAPP timelines for both consortia. The 2021–22 school year will provide at least some of the data needed for the Putnam consortium to provide comparability evidence in Year 4, while the GMAP consortium will be further delayed due to their slower original timeline and additional internal delays. Both consortia have focused largely on assessments in ELA and mathematics in grades 3–8, though some development work in high school and science has been completed. Thus, the possibility that the Putnam consortium could complete the full assessment system during the five years is limited but not zero. The GMAP consortium is delayed until funding can be found to support NWEA’s work.

Overall, Year 3 of the IAPP reflected many of the same challenges described in earlier annual reports, plus some new ones. As noted, ongoing delays due to COVID-19’s impact on the educational system in Georgia and around the country continue to affect implementation. Additionally, lack of funding to fully develop the consortia assessments as an alternative to the Georgia Milestones system has resulted in slower progress –

consortia continue to rely on districts, internal vendor partner resources, grants, and limited state funding to carry out their work, in contrast to typical multi-million-dollar yearly state summative assessment development and implementation budgets. Finally, information shared with WestEd, the TAC, and GaDOE from the consortia often continued to lack important detail, particularly around summative calculation methods and alignment to the full depth and breadth of Georgia standards. Other operational issues identified in earlier years (e.g., how to assure test security, how to handle students moving into a district late in the year) also remained unsettled. Putnam did not participate in regular check-ins with WestEd to prepare for TAC meetings, and neither consortium provided comprehensive information about their plans to address all subjects or all accountability metrics, or how they have adjusted their plans based on TAC feedback to date.

New challenges in Year 3 included:

- **Changes in support from and capacity of vendor partners.** In Year 3, Navvy was purchased by Pearson. The acquisition may provide Navvy with additional support to move its work in Georgia forward by utilizing Pearson’s organizational capacity; it could also complicate Navvy management structures and priorities. The concrete implications of this change will likely become clearer in future IAPP years. The limited funding available for GMAP assessment development also resulted in a work stoppage at NWEA for GMAP development work. NWEA and GMAP are currently seeking additional funding from districts and/or other sources to continue their work; in the meantime, GMAP’s ability to submit comparability evidence or to pilot a full through-year model in 2022–23 without significant NWEA support is extremely unlikely. Additional delays in GMAP implementation are probable.
- **Tension between IAPP work and commercial product development.** Relatedly, while both Navvy and NWEA have been committed to their district partnerships to carry out the IAPP work in Georgia, each vendor partner is also a business working to develop commercially-viable products. In Year 3, Navvy’s acquisition by Pearson demonstrated its potential value as an assessment product that could be made available to schools and districts around the country. Similarly, NWEA has been working to develop a through-year assessment product that might serve other states. The tensions between developing something specifically for Georgia that is strongly aligned to the state’s standards and accountability requirements and developing something that is more generic (though potentially customizable) in nature was on occasion apparent in discussions with the TAC. For example, GMAP’s new item development was driven by NWEA achievement level descriptors rather than state versions, while Navvy sought additional nondisclosure assurances before sharing information with the TAC.
- **TAC role.** The first three years of the TAC’s work have focused on providing advice to the consortia as they work to develop and implement their assessments. As Year 4 begins and at least some comparability evidence starts to become available, the TAC role will likely shift more toward providing more evaluative feedback based on those submissions, with the ultimate goal of providing advice to the state about the strength of the consortia evidence. That is, the TAC’s technical assistance will shift toward a focus on the comparability criteria and how the consortia are addressing them, rather than on the consortia assessments and their characteristics. This shift could present a challenge if consortia are not also able to also transition toward producing adequate comparability evidence.

- **Lack of clarity about plans for required subjects and metrics.** The Georgia Milestones assessments include assessments in 3-8 ELA and mathematics, high school end-of-course assessments, science, and social studies assessments. While early plans for the consortia included clear timelines of when and how consortia assessments would address each of these subjects, in Years 2 and 3, consortia focused on ELA and mathematics and responding to the needs of their districts. However, as Year 4 begins, and with vendor partner changes, the consortia will need to provide a comprehensive update on their plans for each subject and grade level and their plans to use data from their assessments for all the required Georgia accountability metrics.

Next steps for the consortia include the following:

- Developing a comprehensive and realistic plan for assessment development and piloting in all relevant grades and subjects and development of necessary accountability metrics and then carrying out additional item and test development
- Clearly identifying operational assessment issues (e.g., training, accommodations, test security, student mobility policies in a through-year assessment) and providing details on how they will be addressed
- Finalizing the process for calculating accountability classifications
- Carrying out initial alignment studies and using results to inform additional item development and comparability evidence if possible
- Continuing to refine theories of action and plans for evaluating the claims the consortia want to make about their assessments (e.g., does a through-year model change instructional practice?) for the purpose of explaining comparability analysis results
- Providing initial comparability evidence based on 2021-22 results where possible; using feedback from the TAC and other reviewers to adjust

WestEd and TAC remain committed to providing technical assistance that will support the consortia to carry out these next steps effectively.

Throughout discussions in Year 3, both the promise and the challenges of the IAPP work were evident. Each of the two consortium's approaches offer potential benefits for students, teachers, and families in terms of having more and possibly more detailed information throughout the year to inform learning. TAC members noted that it is possible that poor comparability to the Georgia Milestones assessments may not reflect failures in the consortia assessments – indeed, the consortia assessments could be better for the primary purposes and uses they intend. However, the IADA program is designed to ensure that innovative assessments offered in place of existing state summative assessments provide comparable and high-quality information to meet federal accountability requirements. Balancing the need for comparability while offering real alternatives to existing assessments will continue to be the primary challenge for both assessment consortia and the state moving forward. Ultimately, Georgia will need to determine how far they can and are willing to go to allow for innovation in a context of limited state resources and high-stakes decision-making.

APPENDIX A. TAC MEETING DISCUSSION TOPICS

GMAP

DECEMBER 3, 2021 – GMAP TAC MEETING DISCUSSION TOPICS

Topic 1: Consortium Assessment System Update

Description: GMAP will give an update on work that GMAP has recently accomplished and work that is in progress.

Topic 2: Comparability Timeline

Description: Provide a timeline of each of the pieces identified in the comparability checklist.

Questions for TAC:

- What is TAC's feedback on the comparability timeline? Any concerns TAC might have?
- What is the physical process for submitting evidence for approval?
- How will secure and large files be submitted? Who can submit materials?
- What is the deadline/cutoff to submit materials to be considered operational for the upcoming year to replace Milestones?

Topic 3: CAT Simulation Results

Description: We will begin describing our design and detailed configuration for the simulation, followed by discussion of simulation results.

Questions for TAC:

- What is TAC's feedback on the simulation results?
- Do you have any other criteria that our simulation study should explore/investigate?

Topic 4: Professional Learning

Description: During the development of the through-year assessment system, NWEA has been collaborating with GMAP consortium members to provide professional learning that is intended to lay a foundation for its future use. This has focused largely on their current use of MAP Growth in particular and assessment literacy more broadly. The reason for this is that the through-year assessment approach will contribute to a paradigm shift in the nature of state assessment. As such, participating districts need to prepare their educators for that paradigm shift for a successful transition.

Questions for TAC:

- What are the traditional state roles and functions that depend on state accountability assessment data (e.g., SPED, Title I, School Improvement, EL) and how will those uses help/hinder the implementation of through-year?
- What are the intended and unintended consequences of shifting the state assessment and accountability model to a through-year assessment approach as it relates to the professional learning needs of GA educators?

- How should professional learning be developed in a consortium environment when there are state functions that may be impacted (e.g., special ed)?
- How should the consortium collaborate with the state to ensure that state policies do not undermine the purpose and intent of the TY assessment?
- What amount of professional learning will be sufficient to accomplish the goals of through-year assessment? For which audiences (e.g., state, district, school)?

Topic 5: Accessibility and Accommodations

Description: GMAP provided a handout outlining the universal tools and accommodations that will be available for the GMAP assessment. There are no questions for the TAC currently, this is for awareness only.

MARCH 29, 2022 - GMAP TAC MEETING DISCUSSION TOPICS

Topic 1: Theory of Action

Topic 2: Psychometrics

Topic 3: Alignment

Questions for TAC:

- Confirm: NWEA is OK to use 2019 GA Milestone demographic data?
- For comparability, is TAC ok with NWEA using GA Milestones preliminary data?
- TAC feedback for psychometric methodology?
- TAC feedback for new Theory of Action?

JUNE 21, 2021 - GMAP TAC MEETING DISCUSSION TOPICS

Topic 1. Psychometric updates

- Testing engine evaluation study
- Spring 2021-22 sampling – initial review
- School year 2022-23 test design

Topic 2. Through-Year Reporting

Topic 3. Evidence Submissions

PUTNAM

DECEMBER 2, 2021 – PUTNAM TAC MEETING DISCUSSION TOPICS

Topic 1: Aims, Intended Uses, & Theory of Action

Description: This topic will make explicit the aims and intended uses of the Navy assessment system and share the theory of action underlying the system's use for accountability purposes.

Questions for TAC:

- Does the TAC have any feedback about the aims and intended uses of the Navy assessment system doubling as a system to support a formative assessment process as well as meet accountability needs? Does the TAC have any feedback about the theory of action underlying the system?

Topic 2: Process and Timeline

Description: This topic will discuss the "Process and Timeline" handout and "Comparability Evidence" sheet provided by WestEd.

Questions for TAC:

- Given sufficiency of data collected prior to the existing timeline, is the updated timeline approved?

Topic 3: Aggregation and Achievement Level Descriptors

Description: This topic will discuss processes for aggregation and for producing annual summative determinations with accompanying achievement level descriptors.

Questions for TAC:

- Does the TAC have concerns about the use of any of the aggregation techniques? Does the TAC have a suggestion for an alternative technique?
- Does the TAC support the proposed approach to creating performance levels and accompanying achievement level descriptors? Does the TAC have suggested modifications or additional considerations?

Topic 4: Comparability

Description: The topic will discuss the evaluation of comparability evidence with a focus on classification consistency.

- Questions for TAC: Does the TAC find this evaluation criteria reasonable and sufficient?
- Does the TAC have suggestions for modifications or additional considerations?

Topic 5: Alignment Study Design

Description: The topic will provide the plan for sampling content for the independent alignment study.

Questions for TAC

- Does the TAC find this sampling scheme sufficient? If not, what changes to content sampling are recommended?

Topic 6: Representation of State Student Population

Description: The topic will provide the current representativeness of the Navy consortium student sample to the state student population.

Questions for TAC:

- Does the TAC find the evidence for the degree of representativeness sufficient?
- Does the TAC find the degree of representativeness sufficient?

MARCH 29, 2022 – PUTNAM TAC MEETING DISCUSSION TOPICS

Topic 1: Updates

Description: Superintendent Arena and Dr. Laine Bradshaw will provide updates on Navy, the Putnam Consortium, and the roadmap for Navy ahead.

Questions for TAC: Open Q&A from TAC about updates.

Topic 2: Annual Summative Determinations

Description: We provided a document (titled Overview of Analyses_Navy TAC March 2022) summarizing key analyses conducted that relate to establishing Annual Summative Determinations and conducting Comparability Analyses.

We established Annual Summative Determinations utilizing methods of concordance the TAC recommended last meeting. We focused on 2 Navy-based summative metrics to derive concordance: competency percentages and Rasch estimates. Our questions for the TAC are not about the results themselves: Data are not sufficient in sample size and sample representation to focus on interpretation of values. We would like feedback on the types of analyses we conducted and the types of results we provided with respect to their sufficiency to establish annual summative determinations and examine the issue of comparability for IADA purposes, with our main question being: If these were analyses conducted with sufficient data, would these methods and types of evidence be sufficient?

For Topic 2, we will discuss any questions about analyses in the document up to Comparability Analyses. We will focus Topic 3 on Comparability analyses.

Questions for TAC:

- What questions do you have about our approach to analyses, specifically in handling:
 - Participation Rates/Fidelity of Implementation
 - Repeated Attempts
 - Navy Key Metrics (% Competency | Attempt, Rasch estimate)
 - What recommendations do you have for improving our approach?

Topic 3: Comparability Analyses

Description: We conducted comparability analyses to evaluate the degree of comparability utilizing the three metrics and evaluation criteria provided by WestEd and discussed by the TAC at our last meeting (i.e., exact agreement, exact + adjacent agreement, quadratic kappa).

Questions for TAC:

- If data were sufficient, would this be adequate methodology and provide sufficient evidence to demonstrate comparability? What additional analyses or evaluation of results would be needed?
- What quadratic kappa threshold for evaluation makes sense to be aligned with expectations of classification consistency?

Topic 4: Culturally Responsive Assessment

Description: Open discussion about culturally responsive assessment practices.

Questions for TAC:

- What are your understandings about best practices which are evolving and emerging more rapidly over the last year?
- How do you balance cultural relevance with universal design principals (i.e., representing the diversity of students in materials while making materials universal for all students)?
- How do considerations for culturally responsive practices differ for classroom, ongoing assessment systems compared to summative systems? Any special considerations or opportunities in the classroom space?

JUNE 21, 2022 - PUTNAM TAC MEETING DISCUSSION TOPICS

Topic 1. Updates

Topic 2. Evidence for IADA

Topic 3. Follow-Up Analyses

Topic 4: Response Process Evidence