

# IADA Annual Performance Report

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## **Innovative Assessment Demonstration Authority (IADA) Annual Performance Report**

**Year 1: 2019-2020**

State of Georgia

September 30, 2020

# IADA Annual Performance Report

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State of Georgia

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<b>Grantee</b>	Georgia Department of Education
<b>Contact Name</b>	Allison Timberlake
<b>Contact Email</b>	atimberlake@doe.k12.ga.us

## INSTRUCTIONS

Section 200.105(a)(d)(3) of the regulations for the Innovative Assessment Demonstration Authority provide that State(s) receiving the authority must report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

- (i) An update on implementation of the innovative assessment demonstration authority, including--
  - (A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
  - (B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
- (ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.
- (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
- (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

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In addition, Title I, Part B, section 1204(c)(2) of the Act requires that progress shall be reported based on the annual information submitted by participating States described in subsection (e)(2)(B)(ix) and examine the extent to which—

(A) with respect to each innovative assessment system—

- (i) the State educational agency has solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system;
- (ii) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment system; and
- (iii) substantial evidence exists demonstrating that the innovative assessment system has been developed in accordance with the requirements of subsection (e)

(B) each State with demonstration authority has demonstrated that—

- (i) the same innovative assessment system was used to measure the achievement of all students that participated in the innovative assessment system; and
- (ii) of the total number of students, and the total number of each of the subgroups of students defined in section 1111(c)(2), eligible to participate in the innovative assessment system in a given year, the State assessed in that year an equal or greater percentage of such eligible students, as measured under section 1111(c)(4)(E), as were assessed in the State in such year using the assessment system under section 1111(b)(2).

***To meet the requirements for this annual performance report, please provide the requested information in each of the sections that follow. The U.S. Department of Education understand that coronavirus may have affected the development and implementation of innovative assessment systems during the reporting year (2019-20). To the extent your SEA would like to provide more context or details related to these impacts, please incorporate them into your responses where relevant.***

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## I: Progress toward Plan and Timeline

Provide a description of the SEA’s (or Consortium’s) progress towards its plan and timeline in its approved application:

Dates	Activities	Status (completed, in progress, delayed or deferred)	Parties Responsible
2019-2020	Contract with external technical assistance provider to support the state’s innovative assessment pilot.	Completed	Georgia Department of Education (GaDOE)
2019-2020	The GaDOE’s Program Manager will oversee the project with support from the Assessment Specialist while the Accountability Specialist, Database Developer, and Web Application Developer work to include pilot assessment data in the state’s accountability system.	Delayed – The Georgia General Assembly has not appropriated funds for these positions.	Georgia Department of Education
2019-2020	Georgia will request funding from the General Assembly to support the technical assistance contract in future years as well as the state-level project management positions.	Delayed – The Georgia General Assembly has not appropriated funds for technical assistance or positions. Due to COVID-19 budget constraints, the GaDOE Assessment budget was reduced by 26% for 2020-2021. Despite these reductions, GaDOE can provide some technical assistance to the IADA	Georgia Department of Education

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		<p>consortium, albeit at a reduced amount, for 2020-2021. There is no funding, however, for the state-level project management positions.</p>
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If the innovative assessment system is not yet implemented statewide, provide a description of the SEA’s progress in scaling up the system to additional LEAs or schools.

Additional information about the consortia’s progress in scaling their innovative assessment systems to additional LEAs and schools can be found in the GMAP and Putnam Consortium sections of this Annual Performance Report.

In addition, to better inform the progress of scaling up the system, please provide:

- The list of LEAs that participated in the 2019-20 school year.
- For each participating LEA, the list of participating schools in 2019-20.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2019-20.
- The list of LEAs that will participate in the 2020-21 school year.
- For each participating LEA, the list of participating schools in 2020-21.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2020-21.

Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA’s progress in scaling up the system.

Additional information about participating LEAs can be found in the GMAP and Putnam Consortium sections of this Annual Performance Report.

Information pertaining to Sections II – IX can be found in the GMAP and Putnam Consortium sections of this Annual Performance Report.

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## **X: Assurances**

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.

Below is a summary of the LEAs that were members of the two consortia in Year 1 (2019-2020) based on Georgia’s original IADA application and those that are members of the two consortia in Year 2 (2020-2021). Additionally, the LEAs for which assurances have been provided to the SEA are indicated.

<b>Consortia</b>	<b>Member in Year 1 2019-2020</b>	<b>Member in Year 2 2020-2021</b>	<b>LEA has provided assurances to SEA</b>
<b>GMAP</b>	Barrow County	Barrow County	Yes
	Clayton County	Clayton County	Yes
	Dalton City	Dalton City	Yes
	Floyd County	Floyd County	Yes
	Haralson County (affiliate)	Haralson County	Yes
	Jackson County	Jackson County	Yes
	Jasper County	Jasper County	Yes
	Marietta City	Marietta City	Yes
	Polk County		Yes
		Chattooga County (affiliate)	Yes
		Evans County (affiliate)	Yes
		Oglethorpe County (affiliate)	Yes
		Social Circle City (affiliate)	Yes
		Trion City (affiliate)	Yes
	Georgia Cyber Academy (participating)	Yes	
<b>Putnam</b>	Calhoun City	Calhoun City	Yes
	Cook County	Cook County	Yes
	Dougherty County	Dougherty County	Yes

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	Evans County		Yes
	Fayette County	Fayette County	Yes
	Floyd County	Floyd County	Yes
	Liberty County	Liberty County	Yes
	McIntosh County		N/A
	Oglethorpe County		N/A
	Pike County		N/A
	Putnam County	Putnam County	Yes
	Vidalia City	Vidalia City	No
		Ben Hill County	Yes
		Candler County	Yes
		Chattooga County	Yes
		Echols County	No
		Emanuel County	Yes
		Mitchell County	Yes
		Peach County	No
		Scintilla Charter Academy	Yes
		Statesboro STEAM Academy	Yes
		Troup County	Yes

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## **XI: Budget**

Please describe any changes to the budget that vary from the approved application budget.

The two consortia are bearing the cost of developing its innovative assessment systems. The state of Georgia is seeking funds from the General Assembly to perform the following activities:

- Contract annually with an external technical assistance provider to support the innovative assessment pilot.
- Fund five state-level positions to manage the innovative assessment pilot.
- Contract with an independent, external provider to evaluate the technical quality of the proposed innovative assessments (planned for year 5).

Category	Cost Included in IADA Application	Available for FY20	Available for FY21
<b>Technical assistance</b>	\$250,000	\$174,691 The RFP process resulted in less funding needed to provide the level of support described in the RFP.	\$105,908 Due to COVID-19 budget cuts, all GaDOE Assessment programs were reduced. TAC meetings are being transitioned to virtual meetings and the number of technical assistance hours provided to the consortia has been reduced.
<b>Personnel</b>	\$781,888	\$0	\$0
<b>Independent technical evaluation</b>	\$1,164,000 (estimated)	N/A	N/A

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## XII: Certification

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:

Title:

Allison Timberlake

Deputy Superintendent for Assessment & Accountability

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Signature:

Date (*month/day/year*):



9/30/2020

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# IADA Annual Performance Report

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Georgia MAP Assessment Partnership

## IADA Annual Performance Report

<b>Consortium</b>	Georgia MAP Assessment Partnership
<b>Contact Name</b>	N/A
<b>Contact Email</b>	N/A

### INSTRUCTIONS

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- (i) An update on implementation of the innovative assessment demonstration authority, including--*
  - (A) The SEA’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and*
  - (B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA’s progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.*
- (ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.*
- (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).*
- (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;*

*In addition, Title I, Part B, section 1204(c)(2) of the Act requires that progress shall be reported based on the annual information submitted by participating States described in subsection (e)(2)(B)(ix) and examine the extent to which—*

*(C) with respect to each innovate assessment system—*

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- (i) the State educational agency has solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system;*
  - (ii) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment system; and*
  - (iii) substantial evidence exists demonstrating that the innovative assessment system has been developed in accordance with the requirements of subsection (e)*
- (D) each State with demonstration authority has demonstrated that—*
- (i) the same innovative assessment system was used to measure the achievement of all students that participated in the innovative assessment system; and*
  - (ii) of the total number of students, and the total number of each of the subgroups of students defined in section 1111(c)(2), eligible to participate in the innovative assessment system in a given year, the State assessed in that year an equal or greater percentage of such eligible students, as measured under section 1111(c)(4)(E), as were assessed in the State in such year using the assessment system under section 1111(b)(2).*

***To meet the requirements for this annual performance report, please provide the requested information in each of the sections that follow. The U.S. Department of Education understand that coronavirus may have affected the development and implementation of innovative assessment systems during the reporting year (2019-20). To the extent your SEA would like to provide more context or details related to these impacts, please incorporate them into your responses where relevant.***

## **I: Progress toward Plan and Timeline**

*Provide a description of the SEA's (or Consortium's) progress towards its plan and timeline in its approved application:*

In the Georgia Innovative Assessment Demonstration Authority (IADA) application, the (Georgia MAP Assessment Partnership) GMAP consortium explained how, over the course of a five-year period, consortium members would partner to build a new assessment system that would transition from the current system of standards-aligned interim assessments—that measure growth against a normative scale and a separate summative assessment on a criterion-based scale—to a through-year assessment system in which three interim events both maintain the value districts receive from their current interim growth measures and result in summative proficiency information at the end of the year. Creating a system that allows for within-year growth and standards-aligned, grade-level progress to be returned to teachers throughout the year will bolster and strengthen school improvement efforts, empower educators to meet students where they are, and challenge all students to grow and achieve rigorous goals.

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Per the plan, the 2019–2020 school year was to be a building year, focused on creating some of the basic infrastructure, research, theory, and definitions of the content constructs on which the through-year assessment system itself will be built, which is an assessment best practice. The GMAP consortium is also taking care to ensure that educators representing this diversity of students are engaged in the design and development of the assessment system as a mechanism to ensure that diverse stakeholders and voices are represented in the system and that the system is supportive of all students. This has included deep work with Content Advisory Boards (CABs), dedicated groups of educators from across Georgia’s participating districts, who come together to define and validate key test development steps. These educators serve as experts in Georgia’s standards for English Language Arts (ELA) or mathematics at the elementary or middle school levels. The first CAB session was in January 2019, and meetings have continued over the year to help position key elements of the assessment system. Sessions have focused on dissecting the content standards for use in a through-year assessment and on building item specifications and range achievement level descriptors (RALDs). These sessions have allowed alignment activities to take place to perform preliminary gap analysis and develop content that begins to fill the holes in the content pools. An initial external study of the alignment of existing NWEA-owned items in both ELA and mathematics to Georgia standards was completed in early 2020. Those items, along with additional new development will form the basis of the through-year assessment item pools. Additional CAB sessions were called to discuss the rubrics surrounding ELA writing tasks. A scoring rubric has been drafted and the very first tasks were reviewed at the July 2020 item content and bias review meetings. The Science CAB was started in May 2020 as planned, a year later than ELA and mathematics and will engage in this same work around the science sections of the assessment as the GMAP consortium moves into future pilot years.

To date, 110 education professionals have participated in five CAB or CAB-related meetings. Details about participating member educators as well as the students and grades they represent can be found in Table 1 below.

**Table 1: CAB Engagement in Year 1 Activities**

<b>Member Demographics</b>	
<b>American Indian or Alaskan</b>	<b>2%</b>
<b>Asian</b>	
<b>Black or African American</b>	<b>18%</b>
<b>Hispanic</b>	
<b>Native Hawaiian or other Pacific Islander</b>	<b>2%</b>
<b>Two or more races</b>	
<b>White</b>	<b>70%</b>
<b>Other</b>	
<b>Preferred not to answer</b>	<b>8%</b>

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<b>Female</b>	<b>88%</b>
<b>Male</b>	<b>8%</b>
<b>Preferred not to answer</b>	<b>4%</b>
<b>Content area(s) taught:</b>	
<b>ELA</b>	<b>18%</b>
<b>Math</b>	<b>46%</b>
<b>Science</b>	<b>26%</b>
<b>Other</b>	<b>32%</b>
<b>Grade(s) taught</b>	
<b>Grade 3</b>	<b>26%</b>
<b>Grade 4</b>	<b>32%</b>
<b>Grade 5</b>	<b>38%</b>
<b>Grade 6</b>	<b>30%</b>
<b>Grade 7</b>	<b>44%</b>
<b>Grade 8</b>	<b>48%</b>
<b>Represents students with disabilities</b>	<b>94%</b>
<b>Represents English learners</b>	<b>90%</b>
<b>Represents economically disadvantaged</b>	<b>98%</b>
<b>Represents gifted education</b>	<b>80%</b>

### **Educator Representation and Participation**

In July 2020, 92 education professionals participated in a content and bias review. Content reviews provided an opportunity to engage the expertise of Georgia educators. After items were developed and underwent NWEA review processes, educators gathered together to review items for content validity and any possible sources of bias and sensitivity issues. While Georgia educators will have provided input on item and content specifications, NWEA and the GMAP consortium believe that educator involvement in item reviews provides another opportunity to ensure that the material is appropriate, aligned to the Georgia standards, and provides valuable professional development opportunities for participants.

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Stakeholders participating in these reviews received training delivered collaboratively by NWEA at the beginning of each review session. Participants were provided checklists to refer to during the reviews. Participants learned to analyze items for qualities including (but not limited to):

- Proper alignment and cognitive complexity
- Clear and concise wording
- Presence of a correct answer and scoring rules
- Diversity of background and cultural representation
- Avoidance of stereotypes
- Avoidance of topics that may cause discomfort to test takers
- Stimuli and item accessibility, and adherence to universal design

Details about participating educators as well as the students and grades they represent can be found in Table 2 below.

**Table 2: Educator Engagement**

<b>Member Demographics</b>	
<b>American India or Alaskan</b>	<b>1.1%</b>
<b>Asian</b>	<b>1.1%</b>
<b>Black or African American</b>	<b>18.5%</b>
<b>Hispanic</b>	<b>2.2%</b>
<b>Native Hawaiian or other Pacific Islander</b>	
<b>Two or more races</b>	<b>2.2%</b>
<b>White</b>	<b>70.7%</b>
<b>Other</b>	
<b>Preferred not to answer</b>	<b>4.3%</b>
<b>Female</b>	<b>90%</b>
<b>Male</b>	<b>7%</b>
<b>Preferred not to answer</b>	<b>3%</b>
<b>Content area(s) taught:</b>	

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<b>ELA</b>	<b>43.5%</b>
<b>Math</b>	<b>53.3%</b>
<b>Other</b>	<b>33.7%</b>
<b>Grade(s) taught</b>	
<b>Grade 3</b>	<b>15.2%</b>
<b>Grade 4</b>	<b>21.7%</b>
<b>Grade 5</b>	<b>19.6%</b>
<b>Grade 6</b>	<b>16.3%</b>
<b>Grade 7</b>	<b>19.6%</b>
<b>Grade 8</b>	<b>18.5%</b>
<b>Represents students with disabilities</b>	<b>95%</b>
<b>Represents English learners</b>	<b>95%</b>
<b>Represents economically disadvantaged</b>	<b>94%</b>
<b>Represents gifted education</b>	<b>87%</b>

## Participation in Professional Learning

Additionally, the GMAP consortium has been working to determine the professional learning and support needed (in addition to high-quality assessment and data literacy learning) to empower educators to use and discuss both growth and proficiency data throughout the year to drive their instructional decisions. To deliver the necessary support, the consortium has been collaborating with NWEA to design individualized professional learning plans for each participating district. This work is funded in part by NWEA’s Walton Family Foundation grant and is focused on designing and delivering foundational professional learning that will help prepare educators in GMAP districts for the transition to the through-year assessment. The professional learning offerings focus on data inquiry, formative assessment, and assessment literacy. Differentiated learning plans are being developed in partnership with individual local education agency (LEA) leaders, are district and/or school specific, and are informed by conversations with district leaders, a needs assessment, and a district-wide survey. Thirty-four educators across the eight districts identified in Table 3 participated in planning. Each plan was designed to fit the local context and assist local education leaders to meet the needs of their staff. In response to the COVID-19 pandemic and related school closures, this work shifted to provide greater flexibility to support foundational professional learning offerings focused on assessments, data usage, and school re-opening plans, in addition to the initially planned work for through-year assessment transitions.

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A summary of the districts represented in the planning to date are listed in the Table 3 below. Demographics of the students that these districts represent can be found in Appendix A.

**Table 3: Districts Participating in Year 1 Activities around Professional Learning**

District	State	Status
Barrow	Georgia	Finalized and approved plan for district
Clayton	Georgia	Planning in progress
Dalton	Georgia	Delayed until September 2020
Floyd	Georgia	Planning in progress
Haralson	Georgia	Requested 6-month delay
Jackson	Georgia	Plan drafted for district
Jasper	Georgia	Planning in progress
Marietta	Georgia	District plan drafted with new request to revise plan at the school level; one of two school plans drafted

To date, 15 educators participated in professional learning offerings.

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## **Parent Representation and Participation**

In addition, as part of a Walton Family Foundation grant awarded to NWEA, the GMAP consortium has been able to conduct research with Georgia parents and teachers to support the work of professional learning development and report creation that will begin once the innovative assessment is fully implemented.

The NWEA Family Report research leverages other large national research efforts into parent and guardian understanding of a child's educational experience, and is designed to help educators effectively explain and present information throughout the year to parents/guardians about academic growth and proficiency in a way that minimizes opportunities for misinterpretation of student data. The findings from this project will ultimately be used to design operational reports that provide clear data that empowers teachers, parents/guardians, and students to work together to support and challenge students. While the scope of this research is broader than the state of Georgia, it has been and will continue to be a priority to ensure that the voices of Georgia stakeholders are included in the process, and at the conclusion of the grant, research gathered from Georgia stakeholders will help inform GMAP specific reports that will be created in collaboration with GMAP membership.

The grant research will continue through the Spring 2021 and is broken down into three phases that will inform the creation of the through-year assessment Family Report, as well as other reports for use in the classroom. The first two research phases have been completed at the time of submitting this report.

Phase I objectives included: 1) Understand the assumptions parents/guardians hold about state assessments that will impact communication of through-year assessments; 2) Gauge overall parent/guardian, teacher, and student reactions to and comprehension of the through-year assessment Family Reports; 3) Determine effectiveness of language drafted to communicate the benefits and logistics of through-year assessments; and 4) Develop specific, line-by-line recommendations for report design and messaging.

Phase II objectives included: 1) Identify any potential red flags or lingering areas of confusion in revised through-year assessment Family Report; 2) Determine effectiveness of language drafted to communicate the value-add and logistics of through-year assessment; 3) Develop specific, line-by-line recommendations for report design and messaging; and 4) Understand how parent/guardian and teacher experiences and perceptions were impacted by distance learning during COVID-19 disruptions.

Participants included:

- Parents/guardians of student(s) in 3rd–8th grade who attend public schools
- Dyads of parents/guardians and their students in 3rd–8th grade who attend public schools

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- Public school teachers of 3rd–8th grade

Parents/guardians were recruited for a mix of gender, race/ethnicity, child’s grade level, qualification for free/reduced lunch, community involvement, familiarity and attitudes toward state assessments, marital status, and education. Teachers were recruited for a mix of gender, race/ethnicity, subjects and grade levels taught, Title I eligibility, years teaching, student body makeup (income and race/ethnicity), and school locality. A summary of Georgia participants are listed in the Table 4 below.

**Table 4: Parents/Guardians and Educators Participating in Year 1 Activities around Report Development**

	<b>GMAP Phase 1</b>	<b>GMAP Phase 2</b>
<b>Georgia Parent/Guardian Gender</b>	<u>Focus Group 1</u> <ul style="list-style-type: none"> <li>• Female: 6</li> <li>• Male: 2</li> </ul> <u>Focus Group 2</u> <ul style="list-style-type: none"> <li>• Female: 5</li> <li>• Male: 3</li> </ul> <u>Dyad 1 and 2</u> <ul style="list-style-type: none"> <li>• Female: 2</li> </ul>	<ul style="list-style-type: none"> <li>• Female: 3</li> <li>• Male: 4</li> </ul>
<b>Georgia Parent/Guardian Race/Ethnicity</b>	<u>Focus Group 1</u> <ul style="list-style-type: none"> <li>• Black/African American: 3</li> <li>• Hispanic/Latino: 1</li> <li>• White/Caucasian: 4</li> </ul> <u>Focus Group 2</u> <ul style="list-style-type: none"> <li>• Black/African American: 4</li> <li>• Hispanic/Latino: 2</li> <li>• White/Caucasian: 2</li> </ul> <u>Dyad 1</u> <ul style="list-style-type: none"> <li>• Black/African American 2</li> </ul>	<ul style="list-style-type: none"> <li>• Asian/Pacific Islander: 0</li> <li>• Black/African American: 3</li> <li>• White/Caucasian: 4</li> <li>• Other: 0</li> </ul>

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	<u>Dyad 2</u> <ul style="list-style-type: none"> <li>• White/Caucasian: 2</li> </ul>	
<b>Georgia Parent/Guardian Income Level</b>	Not available	<ul style="list-style-type: none"> <li>• \$35,000–\$49,999: 4</li> <li>• \$50,000–\$74,999: 1</li> <li>• \$75,000–\$99,999: 1</li> <li>• \$100,000+: 1</li> </ul>
<b>Georgia Schools</b>	Not available	<ul style="list-style-type: none"> <li>• Pearson’s ES3—Atkinson County School District</li> <li>• Dacula ES—Gwinnett County Public Schools</li> <li>• Patrick ES—Gwinnett County Public Schools</li> <li>• Creekland MS—Gwinnett County</li> <li>• Sutton MS—Atlanta City Public Schools</li> <li>• DeSana MS—Forsyth County Schools</li> <li>• Little Mill MS—Forsyth County Schools</li> </ul>
<b>Georgia Teachers Gender</b>	<ul style="list-style-type: none"> <li>• Male: 1</li> <li>• Female: 7</li> </ul>	<ul style="list-style-type: none"> <li>• Male: 0</li> <li>• Female: 3</li> </ul>
<b>Georgia Teachers Race/Ethnicity</b>	Focus Group: <ul style="list-style-type: none"> <li>• White/Caucasian: 6</li> <li>• Black/African American: 2</li> </ul>	<ul style="list-style-type: none"> <li>• White/Caucasian: 2</li> <li>• Black/African American: 1</li> </ul>
<b>Georgia Teachers Title I Eligible School</b>	Not available	<ul style="list-style-type: none"> <li>• Yes: 2</li> <li>• No: 1</li> <li>• Not Sure: 0</li> </ul>
<b>Schools</b>	Not available	<ul style="list-style-type: none"> <li>• Forsyth County (x2, both in elementary schools)</li> <li>• Fulton County (middle school)</li> </ul>

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## **Year 1 Activities and Key Milestones**

In 2020–2021, the current required interim and Georgia state assessments will continue to be given, and development work will continue to establish a strong foundational backbone for the through-year assessment. School closures and educational disruptions due to the COVID-19 pandemic in the spring of 2020 make it essential to support educators, students, and families with data and systems that help them understand and address impacts on student learning and achievement. As a result, GMAP and NWEA deprioritized field testing in the 2020–2021 school year in favor of maximizing instructional time and providing high-quality professional learning and supports to educators in GMAP districts focused on assessment and data literacy, which will continue to set GMAP districts up for success as field-testing and transitions happen in future years. The consortium will continue with this plan, though acknowledges the uncertainty of whether administration of Georgia Milestones may delay field tests by another year.

Development work will continue in 2020–2021 as NWEA continues to build out ELA and mathematics content to meet the needs of the adaptive nature of the through-year assessment. GMAP CAB members will continue to partner with NWEA to collaborate and refine the content and RALDs to create a well-defined content construct for each area. For science, NWEA will finalize RALDs, align any existing MAP Growth content eligible for the through-year assessment, begin building out the preliminary content development plan, and begin creating content to fill out that plan, which will be reviewed along with additional ELA and mathematics content in Summer 2021.

Because there was no summative testing in 2019–2020 and COVID-19 learning disruptions are likely to make 2020–2021 an atypical year for students, psychometric research plans are being thoughtfully considered to ensure the system is being designed in a way that will provide the best information possible about students. In 2020–2021, the NWEA psychometric team will run simulations to begin to configure the adaptive engine that will be used to support the assessment and draft a multiyear field test plan which will be fully vetted and reviewed by the Technical Advisory Committee (TAC) in Fall/Winter 2020–2021. Although the draft is not complete, it is slated to have a multistudy approach to field testing for the 2021–2022 school year and a research-based path to the operational through-year assessment. The goal is to have through-year field-test pilot in 2021–2022 and a solution ready to implement statewide by 2023–2024, should Georgia be ready to do so at the end of the pilot.

Table 5 details some of the key activities completed and scheduled thus far in the development of the through-year program.

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**Table 5: Key Year 1 Activities**

<b>Dates</b>	<b>Activities</b>	<b>Status (completed, in progress, delayed or deferred)</b>	<b>Parties Responsible</b>
December 2018	Year 1 kickoff meeting	Completed	Vendor/GMAP district leads
January 2019	CAB Meeting. ELA and mathematics educators from the GMAP districts met to conduct a thorough review of the Georgia Standards of Excellence and alignment criteria.	Completed	Vendor/CAB members
February/March 2019	Collection of pacing guides from participating districts	Completed	GMAP Districts
May 2019	CAB Meeting. RALD reviews.	Completed	Vendor/CAB Members
June 2019	Meeting with Georgia Governor’s office—Lt. Governor in attendance	Completed	GMAP Districts
December 2019	TAC Meeting—Share NWEA/GMAP plan with TAC for feedback	Completed	Vendor/GMAP district leads
January 2020	Focus groups for Family Report	Completed	Vendor
February 2020	Item alignment to Georgia standards—Phase 1: Existing MAP Growth items realigned to Georgia standards	Completed	Vendor
May 2020	CAB meeting. ELA, mathematics, and science educators from the GMAP districts met to conduct a thorough review of ELA and	Completed	Vendor/CAB Members

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	mathematics content development; and kick off of Science CAB and science standard review.		
May 2020	Focus groups for second iteration of Family Report	Completed	Vendor
TAC Meeting June 2020	Share updates to NWEA/GMAP plan with TAC for feedback	Completed	Vendor/GMAP district leads
Item/Bias Review July 2020	Conduct item and bias review of ELA and mathematics items with Georgia educators	Completed	Vendor
Science Achievement Level Descriptor (ALD) Review Late July 2020	Review of science ALDs with Science CAB	In progress	Vendor/CAB Members
Item Specifications Review August 2020	Review of science item specifications with Science CAB	In progress	Vendor/CAB Members

Table 6 lists the anticipated upcoming high-level key activities for the program, which are subject to change to meet GMAP needs.

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**Table 6: Anticipated Key Activities**

Dates	Activities	Parties Responsible
Summer to Winter 2020–2021	Professional learning to support post-COVID-19 closure return to school	Vendor
Fall to Winter 2020–2021	Continued Family Report development and research	Vendor
Fall to Winter 2020–2021	Vetting of full field-test plans, including with TAC	Vendor/GMAP district leads
Winter to Spring 2020–2021	Professional learning to support data and assessment literacy and transition to through-year system	Vendor
2020–2021 school year	CAB Meetings and development work: <ul style="list-style-type: none"> <li>• ELA and mathematics content development</li> <li>• Science RALDs, alignment, development planning</li> <li>• Science content development begins</li> </ul>	Vendor/CAB Members
2020–2021 school year	Psychometric simulations	Vendor
2020–2021 school year	Existing interim assessments given in fall, winter, spring  State summative assessments (Georgia Milestones, etc.) given in Spring per Georgia DOE requirements  Potential winter/spring research and platform demonstration pilot	Vendor/GMAP Districts

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Summer 2021	Content review: ELA, mathematics, and science items	Vendor
2021–2022 school year	<p>Pilot/field-test of through-year assessments in fall, winter, spring</p> <p>State summative assessments (Georgia Milestones, etc.) given in spring to finalize comparability</p> <p>Summer 2022 comparability analysis using Milestones and field test data</p>	Vendor/GMAP Districts
2022–2023 school year	<p>Through-year assessments given*</p> <p>Comparability validation</p>	Vendor/GMAP Districts

\*Assuming GaDOE approval not to double test

*If the innovative assessment system is not yet implemented statewide, provide a description of the SEA’s progress in scaling up the system to additional LEAs or schools.*

Statewide implementation is planned after the final year of the application if the state decides to move forward with one of the pilots. The GMAP consortium has a process for adding districts and will follow the state’s guidance to formally add districts as participants in IADA.

*In addition, to better inform the progress of scaling up the system, please provide:*

- *The list of LEAs that participated in the 2019–2020 school year.*
- *For each participating LEA, the list of participating schools in 2019–2020.*
- *For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2019–2020.*
- *The list of LEAs that will participate in the 2020–2021 school year.*
- *For each participating LEA, the list of participating schools in 2020–2021.*
- *For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2020–2021.*

Appendix A contains the list of participating LEAs with detailed information. At this time, the list of participating districts remains the same for the 2020–2021 year, and this list will be maintained or added to depending on recruitment of additional districts to for the 2020–2021 and subsequent testing years. Due to the COVID-19 interruption, school districts are beginning the school year at different times and with different models (in-person, hybrid, remote), and are focused on re-opening plans as a first priority. New assessments being developed under the GMAP

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portion of the IADA pilot will not be field tested until the 2021–2022 school year to allow districts to maximize the time spent on instruction in the 2020–2021 year. The GMAP consortium will continue to have conversations with other districts who have expressed interest in participating in the GMAP IADA pilots and will add members as appropriate per consortium guidelines. Due to the uncertainty related to COVID-19 closures and school restart plans, it is anticipated that new districts may not be ready to commit to the program prior to the start of the 2020–2021 school year but may join during the year. Updated lists of participating districts and schools will be maintained and provided in future program updates.

*Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA’s progress in scaling up the system.*

## **District Participation**

Shortly after Senate Bill 362 was approved, nine MAP Growth districts came together to form the GMAP consortium . In partnership with NWEA, these districts aim to create an assessment solution that would be comparable to Georgia’s state summative Georgia Milestones Assessment System. Since then, membership in GMAP has grown to 13 districts. Table 7 lists current partners and their membership status.

The categories of partnership are Collaborating Partner District, Affiliate Partner District, and Participating Partner District.

Collaborating Partner—Lead Districts are full members participating immediately in the decision-making, design, and development process. These districts have been MAP Growth interim assessment users for a minimum of one school year prior to becoming a lead district, and are versed in using growth data throughout the year to inform instruction. These districts may have served as affiliate partners for one school year prior to becoming a lead district and having voting rights. Lead districts contribute to all meetings and send a representative who can make decisions for the district.

Affiliate Partner District—Affiliate Partner Districts remain informed about the development process and will give the assessments but do not participate in the decision-making, design, and development process. Affiliate partners do not have voting rights. These districts are invited to all meetings to remain informed of the status. Educators from these districts are invited to participate in development activities. These districts use MAP Growth interim assessments at minimum in Grades 3–8. It is anticipated that affiliate partners will transition to collaborating partners in future years.

Participating Partner District—Participating Partner Districts support the pilot by participating in the assessment but do not participate in the regular informational meetings or in any of the decision-making, design, and development processes. Participating partners do not have voting

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rights. These districts are invited to meetings/trainings that provide information about piloting the solution being developed by GMAP and NWEA. Districts use MAP Growth interim assessments at minimum in Grades 3–8.

**Table 7: Current GMAP Membership**

<b>District</b>	<b>Category</b>
Barrow County School System	Collaborating Partner District
Clayton County School System	Collaborating Partner District
Dalton City Schools	Collaborating Partner District
Floyd County Schools	Collaborating Partner District
Haralson County Schools	Collaborating Partner District
Jackson County Schools	Collaborating Partner District
Jasper County Schools	Collaborating Partner District
Marietta City Schools	Collaborating Partner District
Oglethorpe County Schools	Affiliate Partner District
Social Circle City Schools	Affiliate Partner District
Evans County Schools	Affiliate Partner District
Chattooga County Schools	Affiliate Partner District
Trion City Schools	Affiliate Partner District
Georgia Cyber Academy	Participating Partner District

To gather feedback and collaborate on the implementation of the innovative assessment system with the GMAP consortium, there are a number of communication points. The communication matrix for the program is illustrated in Tables 8a–8c which outline the program’s communication needs. The matrix is a “living document” that requires annual review and revision.

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**Table 8a: Regular GMAP Meetings and Collaboration Opportunities**

Type of Communication	Target Audience	Description/Purpose	Frequency
<b>GMAP consortium meetings*</b>	GMAP district leads	For GMAP district leads to discuss plans, milestones, and schedules internally	Monthly
<b>Awareness meetings with districts*</b>	GMAP district leads/NWEA partners	To raise awareness of the purpose and status of the GMAP consortium and to recruit additional districts where possible; led by GMAP district leads	Ad hoc
<b>NWEA/GMAP status meetings</b>	GMAP district leads and key NWEA team members	Recap discussion and actions including: - Program schedule and milestone update - Review detailed plans (tasks, assignments, and action items) - Action tracker update	Monthly
<b>Quarterly NWEA/GMAP meetings</b>	GMAP district leads and key NWEA team members	To discuss status and next steps for the innovative assessment with district leads  Review and approve the work plan, program schedule, communication plan, and stakeholder roles and responsibilities for the upcoming quarter	Quarterly
<b>TAC meetings</b>	TAC members, key GMAP district leads, key members of NWEA team	TAC meetings established by WestEd and GMAP district leads	Twice per year
<b>Kick-off meetings</b>	NWEA key team members and GMAP district leads	To discuss status and next steps for the innovative assessment with GMAP district leads  To review and approve the work plan, program schedule, communication plan, and stakeholder roles and responsibilities for the upcoming year	Annually
<b>CAB meetings</b>	GMAP CAB members in ELA, mathematics, and science	CAB provides recommendations for various work streams within an assessment system. Members participate in standards interpretation, content development reviews, standards alignment, ALD alignment, standard setting, and other pertinent work-related sessions. CAB members are considered subject matter experts (SMEs) in their respective content areas, and in some cases, grade band. Membership comprises classroom educators, curriculum and instructional leads, coaches,	Quarterly or as needed

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		Exceptional Education, and/or ELL specialists. General meetings are typically held twice a year as well as periodic virtual discussion.	
<b>Teacher committees</b>	Georgia educators selected by GMAP district leads and CAB members	Item/Bias: Educator involvement in item reviews provide another opportunity to make sure that the material is appropriate and provide a valuable professional development opportunity for participants. Participants receive training at the beginning of each review session and are provided checklists to refer to during the reviews	As needed

\*Indicates GMAP-led meetings

**Table 8b: General Program Communication Artifacts**

Type of Communication	Target Audience	Description/Purpose	Method of Distribution
<b>Logistics for content development and review meetings</b>	GMAP educators selected by GMAP district leads	To provide workshop details and manage travel logistics	Email
<b>Content development and review meetings</b>	GMAP educators, GMAP district leads, key members of the NWEA program team	To address a variety of content related tasks, including Bias Review, Item Development, and Passage Review	Meetings in Georgia
<b>Weekly updates</b>	GMAP district leads	To provide summary updates to GMAP district leads, future news, and action items	Email

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<b>Newsletters</b>	GMAP district leads and other district leaders (school assessment coordinators, principals, etc.) as designated by the GMAP district leads	To inform districts on progress toward innovative assessment and interesting features going on among participating districts	Email
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**Table 8c: Official Status and Reports**

Type of Communication	Target Audience	Description/Purpose	Frequency	Owner	Method of Distribution
<b>IADA Annual Report</b>	GaDOE	Annual report summarizing the state and progress toward innovation assessment	Annually	GMAP Districts	Document

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## **II: Student Performance**

*Attach a report on the performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. Please be sure to include the subject area, the grade level(s), the number of students participating, the number of enrolled students, and % of students at each level of achievement for each school and LEA participating in the innovative assessment pilot.*

Student data specific to the through-year assessment was not collected in the performance period being evaluated. As such, no student performance data exists to include here. However, GMAP will be prepared to provide after field-testing of items begins in future years, beginning in the 2021–2022 school year. Georgia did not complete summative assessments in the 2019–2020 year because of the school closures related to the COVID-19 pandemic and has submitted a waiver from USDE to not administer summative assessments in 2020–2021. As a result, the GMAP consortium is pushing the first year of data collection out to the 2021–2022 year to allow the next school year to focus on school restart and support teachers in assessing their student’s learning needs using the tools teachers already in use in the classroom. Appendix A provides the current list of schools that intend to participate when data is collected.

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## **III: School Demographic Information**

*III.A. If the innovative assessment system is not yet implemented statewide, attach school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs in the reporting year (2019-20).*

*A sample data template is provided below. If the data list is long, this may be submitted as an attachment.*

The innovative assessment system is not administered statewide. Information on the schools that intend to participate in the innovative pilot when data is collected beginning with the 2021–2022 field test year is included in Appendix A.

One of the strengths of consortium membership is that it allows for the development of assessments to meet the needs of all students, including those from historically disadvantaged or marginalized groups. The partnering schools and districts in the GMAP consortium represent the diversity in the state and potentially provide an over-sample of students from historically disadvantaged subgroups. In the 2019–2020 school year, the consortium had 54,580 students enrolled in grades 3–8 with 69.5% of these representing racial-ethnic minority groups, 14.2% in special education, 16.7% of whom were English Learners, and 83.8% of whom were classified as economically disadvantaged across GMAP districts. Individual school and district level information about demographics can be found in Appendix A.

Please note that these are unofficial numbers and may change after final enrollments are released by the GaDOE or GOSA in Fall 2020.

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**III.B.** *For any schools or LEAs that will participate for the first time in the following year (2020-21), attach school demographic information, including enrollment information, for the subgroups of students described in section 1111(c)(2) of the Act, **and describe how the participation of any additional schools or LEAs in that year contributed to progress** toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).*

Based on the information known today, details on the schools that intend to participate when data is collected is included in Appendix A. The list will be maintained or added to depending on recruitment of additional districts for the 2020–2021 and subsequent testing years.

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## IV: Consultation and Feedback

*Describe feedback obtained during the reporting year (2019-20) from teachers, principals and other school leaders, and other stakeholders consulted, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system. Include a description of the method used to solicit the feedback (e.g., through surveys, focus groups, meetings) and the extent to which the feedback was solicited from each participating school and LEA.*

The GMAP consortium is committed to transparency in the development process and strives to have a variety of touchpoints and discussions to ensure that feedback is being incorporated into the decision-making process. In addition to the regular discussions that happen with school and district leadership, educators engaged in the CAB as detailed above, and parents/guardians and students (regarding information needed from assessments and the family reports in particular), members of GMAP have led many discussions with key stakeholders in Georgia to share and listen to concerns and questions about the project. A summary of additional conversations and awareness sessions is detailed in Table 9 below. Educators, administrators, and policy makers at these meetings represent a broad swath of Georgia stakeholders, including teachers, principals, and school leaders from LEAs both inside and outside the consortium. Meeting participants also represent stakeholders who serve students classified in the student subgroups represented above.

Additionally, GMAP continues to work with WestEd and the TAC and has shared progress on this innovative assessment project at the 2019 National Conference on Student Assessment (NCSA). The GMAP consortium has also discussed the system with experts on the planning, development, implementation, and evaluation of assessment systems, as well as those who represent the needs of students with disabilities, English learners, and other subgroups of students described in section 1111(c) (2) of the Act. These experts have recognized the potential of the assessment system we are building to create coherency and to advance equity by producing information on both student growth and proficiency in tandem. The advice we have received regarding comparability from these experts has led GMAP and NWEA to focus on achievement level classification consistency and on the alignment of items to standards. Potential challenges related to measurement models and sampling are driving continued psychometric simulations that will inform final field-testing plans. These plans will continue to be discussed with WestEd and the TAC as the system is developed, piloted, and implemented.

**Table 9: Consultation**

<b>Requirement</b>	<b>Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left column).</b>	<b>Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).</b>
<b>Consultation. Evidence that the SEA or consortium has developed an innovative</b>	Most feedback was collected via open-forum discussions that accompanied presentations and was	Awareness/Open-Forum Sessions—These are awareness sessions held with Georgia stakeholders to make them aware of what

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<b>Requirement</b>	<b>Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left column).</b>	<b>Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).</b>
<p><b>assessment system in collaboration with—</b></p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including—</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>reported back to the GMAP consortium through regularly scheduled meetings.</p> <p>Parent/student/teacher feedback related to Family Reports and language and understanding around growth and proficiency was gathered through formal surveys and focus groups. Educator and LEA leadership feedback, as it relates to professional learning, was gathered through informal conversations with the district leads.</p> <p>Educator feedback is regularly captured during CAB meetings and is used to drive the design process and assessment specifications. The CAB is part working group, part advisory group and represents a wide swath of student interests as seen in Table 5a.</p> <p>Feedback from participating GMAP districts was captured from district leads in regularly scheduled GMAP consortium meetings.</p> <p>In addition, Georgia TAC experts and WestEd, as technical consultants, have been engaged with the consortium. At these meetings, recordings and notes of the discussions have contributed to shaping assessment decision-making. The WestEd report of the December 2019 TAC meeting is included in Appendix B. The WestEd report for the June 2020 TAC meeting is included in Appendix C.</p>	<p>through-year assessment is, what it looks like, and how it will be comparable to Georgia Milestones.</p> <p>Generally, the feedback has been very positive. Groups have questions on how it will work and how it is different from MAP Growth if they are familiar with these NWEA assessments. Many are interested in the timeline and when the Georgia Milestones Assessment System could be dropped in lieu of the GMAP through-year assessment. Many of the presentations have led to other presentations or further discussion with specific districts. The presentations have led to the addition of our newest affiliate partners and to many other districts contemplating joining the consortium.</p>

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Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	<p>Below is a list of consultation events:</p> <p>General presentations</p> <ul style="list-style-type: none"> <li>• Charter System Foundation               <ul style="list-style-type: none"> <li>○ 10/3/2018 at University of Georgia</li> <li>○ Presenters:                   <ul style="list-style-type: none"> <li>▪ Kristie Brooks (Jasper County)</li> <li>▪ Michael Huneke (Marietta City Schools)</li> </ul> </li> </ul> </li>   <li>• State Board of Education (BOE) Fall Retreat               <ul style="list-style-type: none"> <li>○ 10/22/2018–10/24/2018 at Jekyll Island, Georgia</li> <li>○ Presenters:                   <ul style="list-style-type: none"> <li>▪ Belinda Walters-Brazile (Marietta City Schools)</li> <li>▪ Kristie Brooks (Jasper County)</li> <li>▪ Michael Tappler (Clayton County Schools)</li> </ul> </li> </ul> </li>   <li>• Assessment and Innovation Flexibility Task Force               <ul style="list-style-type: none"> <li>○ 11/15/2018 at the GaDOE</li> <li>○ Main Presenter:                   <ul style="list-style-type: none"> <li>▪ Michael Tappler (Clayton County Schools)</li> </ul> </li> <li>○ Support Presenters</li> </ul> </li> </ul>	

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Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Belinda Walters-Brazile (Marietta City Schools)</li> <li>▪ Michael Huneke (Marietta City Schools)</li> </ul> </li> <li>• Georgia Association of Curriculum &amp; Instruction (GACIS) Winter Conference 2018               <ul style="list-style-type: none"> <li>○ 12/14/2018 at Legacy Lodge Lanier Islands</li> <li>○ Presenters:                   <ul style="list-style-type: none"> <li>▪ Michael Tappler (Clayton County Schools)</li> <li>▪ Michael Huneke (Marietta City Schools)</li> </ul> </li> </ul> </li> <li>• Georgia Association of Educational Leaders (GAEL) Winter Conference 2019               <ul style="list-style-type: none"> <li>○ 1/28/2019 in Athens, Georgia</li> <li>○ The New Assessment Project—Jasper County Schools:                   <ul style="list-style-type: none"> <li>▪ Dr. Kristie Brooks</li> <li>▪ Mr. Ty Snyder</li> <li>▪ Ms. Susan Stone</li> <li>▪ Ms. Clair Cavender</li> </ul> </li> <li>○ The New Assessment Project—Jackson County Schools:                   <ul style="list-style-type: none"> <li>▪ Dr. April Howard</li> <li>▪ Mr. Todd Nickelsen</li> <li>▪ Mr. Troy Johnson</li> <li>▪ Dr. Mike Newton</li> </ul> </li> </ul> </li> </ul>	

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Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	<ul style="list-style-type: none"> <li>○ The New Assessment Project— Marietta City Schools               <ul style="list-style-type: none"> <li>▪ Dr. Grant Rivera</li> <li>▪ Dr. Belinda Walters-Brazile</li> <li>▪ Mr. Michael Huneke</li> </ul> </li> <li>○ The New Assessment Project— Clayton County:               <ul style="list-style-type: none"> <li>▪ Dr. Michael Tappler</li> </ul> </li> <li>● Georgia Leadership Summit               <ul style="list-style-type: none"> <li>○ 3/20/2019 at the DeKalb County Schools</li> <li>○ Presenters:                   <ul style="list-style-type: none"> <li>▪ Michael Huneke (Marietta City Schools)</li> <li>▪ Rob Johnson (NWEA)</li> </ul> </li> </ul> </li> <li>● Presentation at NEGA RESA               <ul style="list-style-type: none"> <li>○ 9/24/2019</li> <li>○ NEGA RESA, Superintendents from the following school systems:                   <ul style="list-style-type: none"> <li>▪ Barrow</li> <li>▪ Clarke</li> <li>▪ Commerce City</li> <li>▪ Elbert</li> <li>▪ Green</li> <li>▪ Jackson County Jefferson</li> <li>▪ Madison</li> <li>▪ Morgan</li> <li>▪ Oglethorpe</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Social Circle City, Madison County, and Oglethorpe County expressed interest in learning more and were directed to M. Huneke.</li> </ul>

## IADA Annual Performance Report

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>▪ Social Circle</li> <li>▪ Walton</li> </ul> </li> <li>○ GMAP, Dr. April Howard, Superintendent for JCSS, and Mr. Todd Nickelse, Assistant Superintendent for Teaching and Learning for JCSS, presented on GMAP and the through-year formative/summative assessment model to the leaders of NEGA RESA and the school superintendents within NEGA RESA.</li> <li>• Presentation to Charter System Foundation               <ul style="list-style-type: none"> <li>○ 10/2/2019</li> <li>○ M. Huneke, M. Thompson, and J. Persinger presented GMAP update to Charter System Foundation.</li> </ul> </li> <li>• Presentation to First District RESA superintendents at Bootstrap               <ul style="list-style-type: none"> <li>○ 10/15/2019</li> <li>○ R. Johnson, M. Thompson, and J. Persinger presented GMAP to First District RESA superintendents at Bootstrap.</li> </ul> </li> <li>• Monthly Metro Atlanta Policy Lab for Education (MAPLE) Executive Committee Meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ J. Persinger received email from Baldwin County Schools, but the content was directed at their first-year use of MAP Growth.</li> <li>▪ Several questions were asked regarding what impact GMAP will have on system accountability and teacher evaluation scores.</li> </ul>

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	<ul style="list-style-type: none"> <li>○ 10/25/2019 in Fulton County, Georgia</li> <li>○ Presenters:               <ul style="list-style-type: none"> <li>▪ Michael Huneke (Marietta City Schools)</li> <li>▪ Rob Johnson (NWEA)</li> </ul> </li> <li>• Northwest RESA               <ul style="list-style-type: none"> <li>○ 11/13/2019 in Rome, GA</li> <li>○ Presenters:                   <ul style="list-style-type: none"> <li>▪ Laura Orr (Dalton City Schools)</li> <li>▪ Michael Huneke (Marietta City Schools)</li> <li>▪ Rob Johnson (NWEA)</li> </ul> </li> </ul> </li> <li>• Presentation to district assessment contacts at GAAP               <ul style="list-style-type: none"> <li>○ 11/12/2019</li> <li>○ M. Huneke, J. Persinger presented GMAP to district assessment contacts at GAAP.</li> </ul> </li> <li>• Georgia Assessment and Accountability Professionals (GAAP)               <ul style="list-style-type: none"> <li>○ 11/14/2019 in Bibb County, Georgia</li> <li>○ Presenter:                   <ul style="list-style-type: none"> <li>▪ Michael Huneke (Marietta City Schools)</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ General questions were asked regarding use of MAP.</li> <li>▪ General support was shared from districts already involved in the consortium.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ Presentation to curriculum directors at NEGA RESA               <ul style="list-style-type: none"> <li>○ 11/21/2019</li> <li>○ T. Nickelsen, M. Thompson, and J. Persinger presented GMAP to curriculum directors at NEGA RESA.</li> </ul> </li> </ul>	
<u><b>District-Specific Consultations:</b></u> <u><b>Barrow County Schools</b></u>	<ul style="list-style-type: none"> <li>▪ Article in Athens Banner Herald               <ul style="list-style-type: none"> <li>○ 7/26/2019</li> <li>○ J. Persinger spoke by phone to Lee Shearer, journalist with Athens Banner Herald, regarding the recently announced IADA approval and Barrow County School System’s participation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ See Appendix D for the article published in paper 7/27/2019.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Presentation to Barrow BOE               <ul style="list-style-type: none"> <li>○ 7/30/2019</li> <li>○ J. Persinger presented a GMAP update to Barrow BOE regarding IADA approval and GMAP timeline.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ BOE members voiced support of the project.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Article in <i>Barrow News-Journal</i> <ul style="list-style-type: none"> <li>○ 12/12/2019</li> <li>○ J. Persinger met with Ron Bridgeman, journalist with <i>Barrow News-Journal</i>, regarding Barrow County School System’s participation in the consortium and the proposed timeline.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ See Appendix E for the article published in paper 12/31/2019.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Presentation to executive cabinet members               <ul style="list-style-type: none"> <li>○ 1/7/2020</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Cabinet agreed to help promote GMAP with state leaders as well as</li> </ul>

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	<ul style="list-style-type: none"> <li>○ M. Thompson, J. Persinger presented GMAP updates to Executive Cabinet members.</li> <li>▪ Presentation to Barrow BOE               <ul style="list-style-type: none"> <li>○ 1/28/2020</li> <li>○ M. Thompson, J. Persinger presented GMAP updates to Barrow BOE.</li> </ul> </li> </ul>	<p>budget for MAP Growth Science 3–8 for FY21.</p> <ul style="list-style-type: none"> <li>▪ BOE members asked how they can help support GMAP with state leaders. They requested a list of districts in the consortium and an outline of personnel time spent on the project.</li> </ul>
<b><u>Clayton County Schools</u></b>	<ul style="list-style-type: none"> <li>▪ Curriculum coordinators and principals</li> <li>▪ Cabinet members were given an overview</li> </ul>	<ul style="list-style-type: none"> <li>▪ Their feedback was mostly in questions/concerns about how GMAP will show mastery of content. Also, they wanted to ensure provisions for assessing students with accommodations—English for Speakers of Other Languages (ESOL) and DES)— and others who struggle in reading would be assessed in math and science to accurately get the student results in the content, without their results being impacted by poor reading skills. They wanted to know more about interpretation of Rasch UnIT (RIT) scores and proficiency levels.</li> <li>▪ Their feedback was mostly concerned about the timeline for</li> </ul>

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		implementation and rollout plan with professional development.
<u>Dalton Public Schools</u>	<ul style="list-style-type: none"> <li>▪ The administrative team is informed of updates regarding the pilot's process.</li> </ul>	

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<u>Evans County Schools</u>	<ul style="list-style-type: none"> <li>▪ Teachers and administrators</li> </ul>	<ul style="list-style-type: none"> <li>▪ Since we already use MAP Growth K–12, our faculty are very familiar with the assessment and really like the idea of multiple opportunities for students to demonstrate proficiency on the standards.</li> </ul>
<u>Floyd County Schools</u>	<ul style="list-style-type: none"> <li>▪ 6/10/2019               <ul style="list-style-type: none"> <li>○ Department of Academics Summer Retreat—Introduction and Discussion</li> </ul> </li> <li>▪ 8/31/2019               <ul style="list-style-type: none"> <li>○ Principals and Directors Meeting—Introduction and Discussion</li> </ul> </li> <li>▪ Executive Cabinet—Superintendent, Directors—Updates from John Parker, who provided information on updates when needed. They meet on a weekly basis.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback—Questions and lots of interest. Positive.</li> <li>▪ Feedback—Not much—No questions.</li> <li>▪ Feedback—Positive, our cabinet is very excited about this.</li> </ul>

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<u>Haralson County Schools</u>	<ul style="list-style-type: none"> <li>▪ 8/15, 9/12, 10/10, 11/14, 12/12, 1/16, 2/13, 3/12                             <ul style="list-style-type: none"> <li>○ GMAP update to all principals and district office administrators at our monthly meetings.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Not much in feedback as district lead just shared information from our consortium meetings.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 8/13/2019                             <ul style="list-style-type: none"> <li>○ Presentation to Haralson County BOE by Dr. Brian Ridley, Assistant Superintendent.</li> </ul> </li> </ul>	
<u>Jackson County Schools</u>	<ul style="list-style-type: none"> <li>▪ Presentation to JCSS school and district leadership                             <ul style="list-style-type: none"> <li>○ 7/18/2019</li> <li>○ JCSS Principal Meeting, principals and district leaders, GMAP update; provided building-level leaders an update on the current status of GMAP initiative, JCSS involvement, next steps, and Q/A.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Principals shared their thoughts on GMAP and their continued support for the initiative. We also shared an article from the AJC on GMAP.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Presentation at JCBOE meeting                             <ul style="list-style-type: none"> <li>○ 8/8/2019</li> <li>○ JCBOE meeting, JCSS BOE members, community members, district leaders, GMAP update; Mr. Nickelsen, JCSS Assistant</li> </ul> </li> </ul>	

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	<p>Superintendent for Teaching and Learning, and Mr. Johnson, Director of School Improvement for Accountability, provided the JCSS BOE members and community members present and/or viewing virtually an update on our work with the GMAP Consortium; talked through the GMAP Innovative Pilot article, and facilitated a Q/A session.</p> <ul style="list-style-type: none"> <li>▪ Presentation to JCSS school and district leadership               <ul style="list-style-type: none"> <li>○ 8/20/2019</li> <li>○ JCSS Assistant Principal Meeting, assistant principals and district leaders, GMAP and MAP updates; provided assistant principals an update on the current status of the GMAP initiatives, JCSS involvement, next steps, and Q/A. We provided the APIs with the opportunity to share feedback and ask questions.</li> </ul> </li> <li>▪ Presentation to JCSS BOE               <ul style="list-style-type: none"> <li>○ 9/9/2019</li> <li>○ JCSS BOE meeting, board members, community members, MAP goal setting; Mr. Nickelsen</li> </ul> </li> </ul>	

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	<p>provided the BOE and community members update on GMAP along with Dr. Warwick, JCSS Math Literacy Specialist, introducing Lisa Ellis and Whitney Wilson from East Elementary to share how they currently use MAP at their school to support student growth and achievement via individual student goal-setting sessions. Individuals present were able to ask questions and provide feedback.</p>	
	<ul style="list-style-type: none"> <li>▪ Presentation at JCSS Teacher Advisory Council               <ul style="list-style-type: none"> <li>○ 9/19/2019</li> <li>○ JCSS Teacher Advisory Council; the teacher advisory panel consists of a teacher representative from each of our 10 schools, GMAP; Mr. Nickelsen, Assistant Superintendent for Teaching and Learning, provided our teacher representatives an update on the work of the GMAP consortium and solicited feedback from the TAC members via a Q/A.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Additional updates were provided at subsequent meetings held on Jan. 16, 2020, and March 19, 2020.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Presentation to JCSS school and district               <ul style="list-style-type: none"> <li>○ 10/17/2019</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ JCSS Principal Meeting, principals and district leaders, GMAP updates and press release. During our session on Personalized Learning, we provided an update on our progress with the GMAP consortium to our principals and district leaders in addition to sharing the GMAP press release. We solicited general feedback and input from the group via commentary.</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Presentation to JCSS school and district               <ul style="list-style-type: none"> <li>○ 10/22/2019</li> <li>○ JCSS Assistant Principal Meeting, assistant principals and district leaders, GMAP updates and press release. During our session on personalized learning, we provided an update on our progress with the GMAP consortium to our assistant principals and district leaders in addition to sharing the GMAP press release. We solicited general feedback and input from the group via commentary.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Presentation to JCSS school and district               <ul style="list-style-type: none"> <li>○ 2/18/2020</li> </ul> </li> </ul>	

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	<ul style="list-style-type: none"> <li>○ JCSS Assistant Principal Meeting, assistant principals and district leaders, GMAP updates and Walton Family Foundation Professional Learning opportunity. Mr. Johnson, Director of School Improvement &amp; Accountability, provided an update on GMAP consortium work and Jackson County’s involvement to date. Mr. Johnson also shared the initial information provided from NWEA regarding the Walton Family Foundation Professional Learning with the assistant principals to get their input and feedback on involvement in the Professional Learning and their thoughts on format, redelivery, surveys, etc.</li> <li>▪ Walton Family Foundation Grant work               <ul style="list-style-type: none"> <li>○ 2/21/2020, 2/24/2020, 2/25/2020, 2/27/2020, 3/4/2020</li> <li>○ Individual school support sessions on GMAP/Walton Family Foundation Professional Learning, principals, assistant principals, instructional coaches, GMAP/Walton Family Foundation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ All nine schools expressed a desire to participate, and we scheduled and implemented administration and teacher surveys with each.</li> </ul>

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	<p>Professional Learning. Mr. Johnson, Director of School Improvement &amp; Accountability, had individual meetings with the building leaders of all 9 schools on their campuses to discuss the GMAP/Walton Family Foundation Professional Learning opportunity, potential involvement, logistics, etc.</p>	
<b><u>Marietta City Schools</u></b>	<ul style="list-style-type: none"> <li>▪ Professional Development Day               <ul style="list-style-type: none"> <li>○ 7/30/2019</li> <li>○ Presented to Marietta City School staff who chose to attend the session</li> <li>○ About 20 teachers and administrators</li> <li>○ Overview of the pilot</li> </ul> </li> <li>▪ School Test Coordinator Training               <ul style="list-style-type: none"> <li>○ 8/9/2019</li> <li>○ Presented to Marietta City School test coordinators</li> <li>○ Overview of the pilot</li> <li>○ 21 administrators who were primarily assistant principals and serve as school test coordinators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback was positive and supportive of the pilot.</li> <li>▪ Feedback was positive and were wanting to know when we could phase out the Georgia Milestones Assessment System.</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ School Board Meeting               <ul style="list-style-type: none"> <li>○ 8/13/2019</li> <li>○ Presented to the Marietta City Schools School Board</li> <li>○ Quick overview/update of the pilot</li> <li>○ 7 board members, central office staff, audience, and press</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback was positive with the board members supporting the continuation of the pilot. They look forward to eliminating the Georgia Milestones Assessment System and only administering one assessment that provides immediate feedback.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Cabinet Meeting               <ul style="list-style-type: none"> <li>○ 1/14/2020</li> <li>○ Presented to the Marietta City Schools cabinet</li> <li>○ An update and question/answer session about the pilot</li> <li>○ Central office administration team</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback was positive.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ School Test Coordinator Training               <ul style="list-style-type: none"> <li>○ 3/5/2020</li> <li>○ Presented to Marietta City School test coordinators</li> <li>○ Update of the pilot</li> <li>○ 20 administrators who were primarily assistant principals and serve as school test coordinators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Feedback was positive.</li> </ul>
<b><u>Oglethorpe County Schools</u></b>	<ul style="list-style-type: none"> <li>▪ Presented to principals. The presentation was focused on the contribution that we are to give to the group (e.g., data, piloting, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>▪ They were receptive to the work that GMAP is doing.</li> </ul>

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<u>Social Circle City Schools</u>	<ul style="list-style-type: none"> <li>▪ The administrative team is informed of updates regarding the pilot’s process.</li> </ul>	
<u>Trion City Schools</u>	<ul style="list-style-type: none"> <li>▪ The administrative team is informed of updates regarding the pilot’s process.</li> </ul>	
<p><b><u>Feedback on satisfaction with system.</u> Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups</b></p> <p>(1) teachers;            (2) principals and other school leaders; and            (3) parents.</p>	<p>While the system has not yet been fully rolled out for formal feedback collection on the system as a whole, feedback has continuously informed development and research activities in the 2019–2020 year. In particular, learnings from CAB members regarding the Walton Family Foundation reporting and Professional Learning grant are early indicators of satisfaction with a program and system of assessments that will be more integrated and look different from what exists today.</p> <p>Walton Family Foundation Professional Learning and Reports development—feedback gathered through formal focus groups and planning sessions with parents/guardians, educators, and school leaders.</p>	<p>In focus groups that gathered feedback on reports, educators and parents/guardians shared that the professional learning provided to district educators greatly enhanced educators’ and parents’ understanding of the assessments and reports. Feedback on the mock-report indicated the report was clean and concise, and clearly communicated the concept of academic growth over the period of a school year.</p> <p>While gathering of feedback on professional learning, many of the district and school leaders engaged in planning indicated that they were very excited about the through-year assessment model and were looking forward to the transition. They also expressed appreciation on multiple occasions about the flexibility that</p>

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	<p>CABs made up of educators and district leaders: feedback gathered through in-person and virtual meetings to discuss development of item and test specifications:</p> <ul style="list-style-type: none"> <li>• September 2019—Math and ELA item specs</li> <li>• February 2020—ELA performance task rubrics</li> <li>• May 2020—Math and ELA item/test specs; Science kick-off</li> <li>• July 2020—Additional feedback will be solicited during the GMAP Content and Bias Review with the CAB members and additional educators from the districts</li> </ul>	<p>NWEA has been able to offer in the differentiated learning plans that align with the current realities of COVID-19-related school closures and remote learning.</p> <p>CAB feedback has been positive because they have been able to see how we implement the feedback between meetings and approved the items specifications to begin item development. The specifications that the CABs approved were then used during item development. These items will be reviewed in July 2020 by CAB members and educators. We will also be soliciting additional feedback during the meeting.</p> <p>CABs have also expressed that they appreciate being able to discuss topics with other stakeholders to better understand the student population overall.</p> <p>In addition to item specifications, the math CAB reviewed blueprints and made recommendations to help improve continuity of progressions across elementary and middle-school grade bands. They expressed that they appreciated the attention to consistency which will make feedback to teachers more efficacious.</p>

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	<p>District Specific:</p> <p>Floyd—District held a Department of Academics Summer Retreat, June 10, 2019, which went over an introduction to the innovative assessment had subsequent discussion. District also attended a Principals and Directors meeting on August 19, 2019, which went over an introduction to the innovative assessment had subsequent discussion. Finally, district participated in a weekly executive cabinet meeting with Superintendent, Directors. There was an update from John Parker where he provided information on updates when needed.</p> <p>Jackson County – Though there is no formalized training that has occurred specifically with this district,</p>	<p>We have also received feedback on item types and technology improvements that we are pursuing to improve the experience for students and alignment to standards with item types.</p> <p>Floyd: There was a lot of interest and positive feedback to the information on the innovative assessment during the Department of Academics Summer retreat.</p> <p>At the Principals and Directors meeting, there was not a lot of feedback at this presentation but there were many questions.</p> <p>At the executive cabinet meeting, there was mostly positive feedback at this presentation and the cabinet was expressed excitement. To date, there is no feedback from students and parents/guardians.</p> <p>Jackson County – Preliminary feedback from the district, school, and teacher leaders is that they are in support of such a model that provides formative feedback to drive and</p>

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	<p>Jackson County School System is in process with NWEA and the Walton Family Foundation to plan and implement a series of professional learning data cycles to support school leaders and teachers in the use of data to drive instruction via formative cycles. This work was postponed with the onset of Covid-19 due to the need to support more immediate priorities. Jackson County School System has shared general overviews with school and teacher leaders around the philosophy of the through-year model but has not proceeded with any formalized training with the implementation of said model.</p> <p>Marietta—Information on the innovative assessment has been in the media and talked about at school board meetings which they may have seen. For LEA staff, Superintendent Dr. Grant Rivera sent an email shortly after the USDOE approved the IADA application in July 2019 to all staff informing them of where we are in the process (See Appendix F). After that initial email, Michael Huneke, Director of Assessment, has kept the Marietta City Schools updated on the progress of the work at every administrative meeting and assessment training. Mr. Huneke has also solicited help from teachers and curriculum coordinators with the development of the assessment. Due to the impact of COVID-19, there is currently no need to train staff for</p>	<p>support student growth over the course of the year as opposed to one single summative assessment.</p> <p>Marietta—The staff in Marietta City Schools is excited about the new GMAP through-year assessment and are looking forward to possibly not administering the Georgia Milestones in the near future.</p>

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	implementation since work had to be postponed a year. Marietta has not informed students and parents at this time formerly.	

### V-A: Requirements for the Innovative Assessment System—Developing a Valid, Reliable, and Comparable System

*Describe the process, procedures, or steps followed to develop a valid, reliable, and comparable innovative assessment system.*

Requirement	Description of Information, Summary, Process, Procedures, or Steps (be sure to describe each activity listed in the left-hand column. You may attach artifacts in lieu of providing a description.)
<p><b><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u></b></p> <p>Report on the following information, summary, processes, procedures, or steps:</p> <p>(1) Process to create test specifications/blueprints to support developing IADA assessments that are technically sound and align to depth and breadth of content standards</p>	<p>1) The GMAP program began with the Georgia Milestones blueprints to maintain comparability for math and ELA. The blueprints for ELA still mirror the Georgia Milestones blueprints for content weights and reporting. The blueprints for math were reviewed, and changes were identified to help with continuity of content across grades 3–8. The weight of the content (i.e., percentage covered on the assessment) did not change, only where the information would report out for students and teachers to maintain consistency across grade bands. These changes were presented and approved at the May 2020 CAB meeting. Using committee feedback from national (ALD) workshops in Spring 2017 and the Georgia standards and CAB feedback from 2019, draft GMAP RALDs were developed to help define progressions as students move from “Beginning” to “Distinguished” at the standard level. Content limits for the ALDs were discussed in CAB meetings with additional feedback from the July committee meetings being reviewed before Fall 2020 development begins.</p> <p>2) Currently NWEA researchers are running simulations comparing item-level Shadow Computer Adaptive Testing (CAT) with multistage tests (MST). The MST simulations are a proof of concept that multistage assessments can be designed and implemented within the current constraint-based engine which was designed for Shadow CAT. This proof of concept research on MST is necessary to document</p>

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- (2) Descriptive information and empirical evidence that IADA item selection supports item specifications/blueprint
- (3) Procedures to develop IADA item pool to support test specifications/blueprint
- (4) Summary of IADA item specifications, by subject and grade
- (5) Instructions provided to develop and review IADA items
- (6) Procedures to ensure IADA items adhere to IADA item specifications/blueprint
- (7) Procedures to ensure content accuracy of IADA items
- (8) Procedures to ensure the technical adequacy of IADA items
- (9) Procedures to ensure IADA items elicit intended response processes
- (10) Steps taken to consider potential bias in IADA items
- (11) Procedures to ensure all major content domains or strands align to the IADA test specifications/blueprint
- (12) Process to reduce construct irrelevance

any system enhancements that may be necessary prior to implementing a multistage design, should an MST design be selected over an item-level Shadow CAT. This work is a prelude to future simulations which will focus on the system’s ability to produce test forms that conform to Milestones blueprints, which can begin initially with simulated item pools and then be replaced with actual calibrated item pools following the first planned field tests.

3) In Fall 2019, an independent alignment study was conducted to review our internal bank of items and determine alignment to Georgia standards and GMAP RALDs, and confirm that they meet the summative expectations of the content. The results of this study were analyzed against the blueprints to determine where we need to develop items within the blueprint and across the GMAP RALDs.

4) Item specifications were developed using assessment best practices and outline item types, scoring options, and additional guidelines. These were reviewed by the CAB and approved prior to development.

### General Summary of Item Specifications by Subject and Grade

#### English Language Arts

Grade	Item Types						Passage Types	
	Choice	Technology-Enhanced	Machine-Scored		Writing Prompts		Informational*	Literary
			Dichotomous	Polytomous	Opinion	Argument		
3	X	X	X	X	X	-	X	X
4	X	X	X	X	X	-	X	X
5	X	X	X	X	X	-	X	X
6	X	X	X	X	-	X	X	X
7	X	X	X	X	-	X	X	X
8	X	X	X	X	-	X	X	X

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\*Includes argumentative/persuasive passages

Performance tasks at each grade for ELA include a variety of item types with a passage or a pair of passages as well as a writing prompt as defined in the table.

## Mathematics

Grade	Item Types				Item-Specific Tools			
	Choice	Technology-Enhanced	Machine-Scored		Calculator		Ruler	Protractor
			Dichotomous	Polytomous	Basic	Scientific		
3	X	X	X	X	-	-	X	-
4	X	X	X	X	-	-	-	X
5	X	X	X	X	-	-	-	-
6	X	X	X	X	X	-	-	-
7	X	X	X	X	-	X	-	-
8	X	X	X	X	-	X	-	-

Item specifications that apply across all subjects and grades:

- All items need to adhere to the guidelines of Universal Design.
- All items must align to an appropriate Depth of Knowledge (DOK 1–3).
- Technology-enhanced items must be appropriate for the content being assessed.
- Polytomous items aligned to a single standard should assess different aspects of the standard.
- Polytomous items aligned to a level above an individual standard should include content from multiple standards within that higher level.

Science specifications will be determined in Fall 2020.

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(5–7, 10, 11) Item development began in January of 2020 with the purpose of developing high-quality summative items and passages meeting the following criteria:

- Align to the Georgia standards with accurate content
- Meet the specifications approved by stakeholders
- Fill gaps identified in the bank analysis both for content and achievement level
- Follow the guidelines of Universal Design, including avoiding bias and sensitivity issues
- Meet technical requirements

Our process for development includes:

- Training experienced content specialists on GMAP program specifics, including specifications
- Selecting item and passage writers with experience in their content areas
- Providing training on standard interpretation, item specifications, Universal Design, functionality requirements, and additional best practices with continuous feedback as needed from content specialists trained for the program
- Reviews by at least two content specialists for best practices, including but not limited to:
  - Alignment and adherence to item specifications
  - Content accuracy
  - Bias and sensitivity
  - Appropriate use of functionality
  - Art requirements
  - Accessibility for text-to-speech
- Additional reviews by:
  - Research librarians and trained fact checkers
  - Copy editors
  - Accessibility reviewers for alt-tagging of art and other features
- Items also undergo browser validation to confirm the items meet technology requirements.

Following item development, the items and passages are reviewed by the Content and Bias Committee consisting of CAB members and educators from the consortium for each subject and grade. The GMAP Content and Bias Review in July 2020 covered the first phase of math and ELA development. The review's primary purpose is to ensure the items are appropriate for students. Items are reviewed for both content accuracy and for potential bias and sensitivity issues. Training is provided at the beginning of the

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meeting for both math and ELA with resources, such as checklists based on the training, provided to participants to help them as they review the items.

Upcoming work will include implementing item edits from the committees in addition to reviewing feedback for lessons learned. This includes reviewing RALDs for improvement to share at future CAB meetings. We will also begin this process for science.

(8–12) To ensure that all major domains within the GMAP blueprint are comparable to the Milestones blueprints, the targeted proportions of the GMAP blueprints have been set to be highly similar to those in Milestones. Furthermore, prior to the administration of any GMAP tests, simulations will be produced to examine and verify the alignment of selected items to the GMAP blueprints. After administration, when data is collected on the items, items will be reviewed for possible bias and sensitivity issues that may become apparent based on the statistical analysis of the items' data. Item data will also be used to identify items that need additional review to confirm they are performing as intended.

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## V-B: Requirements for the Innovative Assessment System—Update on Meeting Requirements of Section 1111(b)(2)(B)

*Please provide a brief report on the required elements of the Innovative Assessment System. This brief report is intended to update the State’s demonstration that the innovative assessment system does or will meet the requirements of section 1111(b)(2)(B).*

**Table 10: Requirements and Accomplishments**

Regulatory Requirement	Accomplishments in the Reporting Year (2019–2020)	Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)
<b><u>Innovative assessment system.</u> A demonstration that the innovative assessment system does or will--</b>		
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and</p> <p>(ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p>	<p>CAB meetings allowed GMAP teachers the opportunity to refine RALDs and develop preliminary blueprints for ELA and mathematics, and allowed for the creation of preliminary science test specifications.</p> <p>NWEA and EdMetric conducted an alignment study from December 2019 through January 2020 to evaluate the alignment of existing NWEA-owned items to the Georgia Standards of Excellence (GSE) to support the development of the through-year assessment that NWEA is developing with the GMAP consortium. To accomplish the goal of classifying students into achievement levels, test development needed to focus on RALDs that articulate what a student should know and be able to do for a standard for each achievement level and are being developed using the</p>	<p>Future work will include the following: conduct item bias and sensitivity reviews with ELA and mathematics items, develop items to fill gaps, review acquired items for alignment and specification matches, finalize field test plans, and develop draft science RALDs.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–2020)	Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)
	<p>framework from Egan, Schneider, and Ferrara (2012). This study, therefore, collected item-level alignment ratings on the NWEA-owned items in relation to the GSE, RALDs, and DOK criteria. In total, 9,399 mathematics and 5,756 ELA items were reviewed in grades 1–8 and high school.</p>	
<p>(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;</p>	<p>In order to “identify which students are not making sufficient progress toward, and attaining, grade-level proficiency,” NWEA allocating time upfront to align all items to all RALDs in each GSE and update items to meet the CAB-reviewed specifications. A preliminary gap analysis report has been developed that compares the current item pool to the Milestones blueprint, identifying surpluses and gaps within the item pool in terms of content domain, DOK, and RALDs. NWEA is actively developing items to align to the GSE and to RALDs, thereby ensuring that scores will be interpreted within the framework of the GSE and ALDs. The goal of item development is to produce sufficient numbers of items within each GSE and RALD that the CAT can serve up relevant items to students no matter where the student may be across the content progression.</p>	<p>This gap analysis will be revisited on a regular basis as NWEA acquires additional summative items beyond custom development to support the specifications and innovation needed, such as machine-scored polytomous items. Additionally, as items from the alignment study are reviewed and updated to meet specifications, their item type or score points may change. Subsequent analyses and development will take these updates into account.</p> <p>When students are far below or above grade, scores can become biased by floor or ceiling effects. CATs that adapt across the full spectrum of achievement can make measures more sensitive to growth by reducing or removing floor or</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2019–2020)</b>	<b>Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)</b>
		ceiling effects. Currently, a CAT simulation study is being planned to investigate the accuracy of scores that would come from an adaptive design that is designed to adapt across achievement levels. This CAT simulation study will also help us better understand the statistical qualities we need in an item pool designed to adapt across the full range of achievement.
<p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Include:</p> <ol style="list-style-type: none"> <li>(1) Objective nature of IADA items machine scoring,</li> <li>(2) Procedures to transform raw IADA scores to scale scores,</li> <li>(3) IADA equating process (overall and, if appropriate, by subtest),</li> <li>(4) Process to equate IADA scores across academic years,</li> <li>(5) IADA assessment form equivalence, by grade and subject,</li> </ol>	<p>In the original IADA proposal, we described a plan to conduct simulations prior to field testing. We are currently in the midst of conducting these simulations. The goal is to use these simulations to refine the adaptive test design, adaptive rules, and scoring models.</p> <p>1) All items in math and science and most items in ELA will be automatically scored. Automatically scored items will include multiple choice and technology-enhanced item types that can be readily scored by computer using a key. In ELA, we will be providing writing tasks that initially will require human scorers. In time, these human-scored items may be cross-validated with artificial intelligence (AI) scoring. If research supports it, AI scoring</p>	<p>Current simulations are designed to help us evaluate and compare Shadow CAT and MST designs. We are currently conducting a linking study between MAP Growth and Milestones data which places cut scores on the RIT scale that correspond to the Milestones proficiency cut scores. This linking study will provide fresh data that we can use in future CAT/MST simulations to further improve the generalizability of these simulation studies and the statistics that come from them.</p> <p>Following the first field test in which students complete Milestones and a representative</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–2020)	Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)
<p>(6) Indication that test characteristic curve (TCC) or test information function (TIF) for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest),</p> <p>(7) Indication that conditional standard error of measurement (CSEMs) or standard error of measurement (SEMs) for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest),</p> <p>(8) Reliability estimates, including:</p> <ul style="list-style-type: none"> <li>a. Decision consistency and accuracy of student classifications (based on IADA cut scores)</li> <li>b. Correctly classified and incorrectly classified students</li> <li>c. Generalizability, along with the data source used</li> </ul> <p>(9) Procedures to ensure use of simple language and uniform format in IADA score reports,</p> <p>(10) Availability of and access to translations who require accommodations to interpret IADA scores/results,</p> <p>(11) Expectations from State for releasing individual student IADA reports to schools and districts, and</p> <p>(12) Expectations from State and district for delivering student IADA score reports to parents.</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in <b>one of the following ways:</b></p>	<p>may play a prominent role in scoring of writing tasks.</p> <p>2) Currently the plan is to utilize maximum likelihood estimation (MLE) to produce theta scores which will be transformed to a scale using a linear transformation. MLE requires item scores and Item Response Theory (IRT) item parameters for each item. The linear transformation will be based on a mean and a standard deviation yet to be selected. 3) Currently NWEA researchers are running simulations to evaluate and select an adaptive test design. Two designs are under consideration: item-level Shadow CAT and an MST. Equating most commonly refers to the statistical and content equivalence of various test forms for nonadaptive tests; however, within the context of adaptive tests, item pools are the focus of equating. The goal in adaptive test design is to produce multiple equivalent item pools by maximizing the similarity of content, conformity to the Milestones blueprint, and the shape of the item pool information functions. Within the context of MST, the goal is to produce equivalent “panels” which act like item pools.</p> <p>4) and 5) Producing equivalent scores across time and test events is made possible by the concept of “pre-equated</p>	<p>sample of items from the GMAP blueprint, we will conduct a linking study. Our current plan is to use logistic regression to project Milestones cut scores for each achievement level onto the through-year scale to maximize classification consistency between GMAP and Milestones scales. To evaluate the degree of comparability, the GMAP technical advisory committee will compare the classification consistency of through-year and Milestones against benchmark linking studies (such as ACT/SAT to state summative tests).</p> <p>As GMAP’s IADA pilot moves closer towards operational status, the consortium will work to ensure that the work to understand and simply communicate results with parents/guardians as part of the Walton Family Foundation research grant is leveraged to keep language simple and accessible, and will work together to ensure that report delivery and release</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2019–2020)</b>	<b>Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)</b>
<p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3–5, 6–8, or 9–12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3–5, 6–8, or 9–12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in</p>	<p>item pools.” IRT methods allow us to place all items onto the same theta scale using a data collection design. We are planning a hybrid data collection design of randomly equivalent groups and common item non-equivalent design. Once items are placed onto the same theta scale, theta scores can be generated from CATs or MSTs that are governed by test blueprints and business rules. The content of each test will be assembled using an optimization procedure that maximizes test information while meeting the content constraints of the Milestones blueprints. This process will ensure that scores maintain their meaning and equivalence across time. New field test items will be continually introduced to the calibrated item pool by embedding items into operational tests. Fixed item parameter calibration will be used to place new items onto the scale. Items will be screened for year-to-year item parameter drift.</p> <p>6) We are currently running CAT simulations to identify the optimal item pool characteristics required for the through-year assessment, including the item pool or panel for MST information function. Ideally, the item pool information function will be high at each achievement</p>	<p>meets federal, state, and district requirements.</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2019–2020)</b>	<b>Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)</b>
<p>which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p>	<p>level cut score to maximize classification consistency and accuracy.</p> <p>7) We are currently running simulations to produce estimates for the number of items needed per content standard and the shape of the information function to bring the CSEM down to an acceptable level.</p> <p>8) Currently our CAT and MST simulations are examining CSEM, reliability, and classification accuracy as evaluation criteria. Based on simulated data, the SEM ranges from 0.33 to 0.50. The classification accuracy includes simulated false positive, false negative, true positive, and true negative classification decisions. Preliminary results based on a mixture of real and simulated data show classification accuracy between 89% and 99% depending on the location of the cut score. The goal of these simulations is to help us evaluate the trade-offs of CAT versus MST and to define optimal item pool characteristics for each.</p> <p>9)–12) In the 2019–2020 school year, focus groups and user research were conducted with GMAP district leaders, parents, students, and educators to understand how student assessment data can be presented to minimize misinterpretation. This included</p>	

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2019–2020)</b>	<b>Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)</b>
	<p>examination of how to present data visually, what data is needed to help build understanding, and understanding how language and educational jargon could be changed to paint a clearer picture of what assessment results that include information both about grade-level performance and student growth mean. Much of the focus has been on moving away from overly technical language that is inaccessible to simple language that tells the story of student progress and performance throughout the year. The results of this research, completed as part of a larger grant, are being used to help inform the design of future iterations of family, classroom, and other aggregate reports, and are resulting in designs that are simpler and easier to translate as needed when the GMAP consortium reaches that phase in the pilot. Research will continue throughout the 2020–2021 school year and will be applied to report design at the student/family, teacher/classroom, school, and district levels as GMAP creates their reporting suite for operational through-year assessments.</p> <p>Based on feedback from the GMAP TAC, comparability will focus on classification consistency between Milestones and</p>	

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2019–2020)</b>	<b>Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)</b>
	<p>through-year scores at each achievement level. To maximize classification consistency at achievement levels, we have aligned the GMAP items and assessments to the Milestones blueprints, GSE, and RALDs. GaDOE was unable to share linking items; therefore, the consortium, in collaboration with TAC experts, is working on alternatives to analyze comparability. Also, due to COVID-19 interruptions, there will also be a delay in field testing for the 2020–2021 school year.</p>	
<p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and (iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<p>In preparing content for the through-year item bank, items are reviewed to be inclusive of all students using principles of Universal Design for learning. Any material used on the assessment will be reviewed by Georgia educators and community stakeholders to ensure appropriateness for inclusion on the assessment.</p>	<p>Once testing with students begins, we will have accommodations in place. The Georgia Student Assessment Handbook will be consulted to ensure coverage of accommodation requirements, including those accommodations articulated in the GMAP portion of the IADA application.</p>
<p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who</p>	<p>COVID-19 disruptions to education resulted in the State of Georgia cancelling state assessments during the 2019-2020 school year.</p>	<p>GMAP districts verify they will continue to assess students per this provision in years where the State of Georgia is required to take such assessments. Those students who qualify for the Georgia Alternative</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2019–2020)</b>	<b>Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)</b>
<p>are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p>		<p>Assessment 2.0 will continue to take that assessment.</p>
<p>7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes</p> <p>(i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p> <p>(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;</p>	<p>Through-year assessments are not yet operational, so summative scores are not being produced; however, important decisions and design work have been completed. In the IADA proposal, GMAP discussed different scoring models for producing summative determinations, including a possible “distributed blueprint” model. A literature review was conducted comparing different through-course summative models, and based on a subsequent analysis, it was decided to use a repeated measures design rather than a distributed blueprint. A repeated measures design with a repeating blueprint was chosen because it will better support the measurement of within-year academic growth. A precursor to generating valid summative scores is the development of item specifications, blueprints and scoring rules. NWEA has worked with the CAB to produce preliminary item specifications, RALDs, and test blueprints. These critical documents are needed for all subsequent development work, including item development and the design of the CAT algorithms for item selection, which</p>	<p>Future work will include CAT simulations that investigate the measurement properties and policy implications of adapting across the full range of student achievement, the potential use of banked scores, and the optimal method of combining writing scores into the final score.</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2019–2020)</b>	<b>Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)</b>
	generate summative scores and determinations.	
(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)–(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);	NWEA is collaborating with Learning Heroes to develop score reports that are meaningful and informative to parents/guardians of all children. Thus far, two rounds of focus groups have been conducted with Georgia parents/guardians reviewing through-year score reports. The purpose of these focus groups is to refine the design of the score reports, so they are clear and promote valid interpretations of through-year scores for families and teachers.	Future work will include the development of reports for teachers, students, and parents/guardians that will be disaggregated by subgroup.
(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for (i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted	In the December 2019 TAC meeting, GMAP received clarification on the requirements for a growth model. The TAC clarified that “the GMAP Partnership does not need to establish comparability between its growth metric and the state’s growth metric (student growth percentiles). Rather, the GMAP partnership should adopt or develop a growth model that aligns well with NWEA’s through-year assessment.” At this point in time, NWEA is planning to develop a vertical scale and is in the planning stages for a data collection design that will support vertical scaling. A precondition for measuring change is an item bank that covers the full	Future work in developing the growth model will include vetting and finalizing the vertical scaling design and evaluating different growth inferences. A vertical scale supports both within-grade and across-grade growth inferences. Within grade growth can be expressed as a gain score from fall to spring or from winter to spring. Across-grade-growth can be expressed as a gain score from spring to spring. GMAP will evaluate these growth measures in terms of strengths and weaknesses to identify the most appropriate

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2019–2020)</b>	<b>Explanation of Delays or Concerns, with a Description of a Plan to Resolve the Concern (if applicable)</b>
<p>support and improvement under section 1111(c)(4)(D) of the Act; and                      (ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	<p>depth and breadth of each grade level content and the ability to adapt across the full range of achievement. Currently, a CAT simulation study is being planned to investigate the accuracy of scores that would come from an adaptive design that adapts across all achievement levels. This work is relevant to Georgia’s long-term goals for academic achievement because these goals require precise and accurate growth estimates for all subgroups. Highly adaptive tests and vertical scales can make the GMAP growth measures more sensitive to change by reducing or removing floor or ceiling effects that can bias growth measures.</p>	<p>measure for different uses (e.g., instructional guidance versus accountability).</p>

# IADA Annual Performance Report

## VI: Training on and Familiarization with the Innovative Assessment System

*Describe training provided to teachers, principals and other school leaders, and other stakeholders during the reporting year (2019-2020) to implement the innovative assessment system, including the administration of the innovative assessments.*

<b>Requirement</b>	<b>Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description).</b>
<p><b><u>Training.</u> Evidence that the SEA or consortium provided training or instructions for standard administration of the innovative assessment system on each of the following activities:</b></p> <ul style="list-style-type: none"> <li>(1) Administering the IADA assessments</li> <li>(2) Administering IADA assessment supports and accommodations to students with disabilities</li> <li>(3) Administering IADA assessment supports and accommodations to English learners</li> <li>(4) Hand-scoring constructed responses or essays</li> <li>(5) Handling test irregularities during IADA assessment administrations</li> <li>(6) Conducting external reviewing of IADA items for potential bias</li> <li>(7) Reviewing IADA items for sensitivity and potential offensiveness</li> <li>(8) Protecting IADA-related personally identifiable information (PII)</li> </ul>	<p>To date and due to the COVID-19 interruption, no trainings have been developed or administered for the reporting year as it relates to the administration of the innovative assessment. When the consortium is ready for implementation, training will be developed that addresses IADA requirements.</p> <p>In the July Content/Bias Review of passages and items, educators and district leaders, including members of the CAB, reviewed items for both content accuracy and bias and sensitivity issues. Checklists were provided to aid committee members as they reviewed the items. It was the first committee review of item development; however, the CAB reviewed and provided input into the item specifications during the September CAB meeting as well as in the 2018–2019 school year. These included Universal Design guidelines to help review for bias and sensitivity issues. After administration, when data is collected on the items, items will be reviewed for possible bias and sensitivity issues that may become apparent based on the statistical analysis of the items’ data.</p> <p>While the assessments are not yet being given and as such, training on administration is not needed, the GMAP consortium and NWEA as their vendor shared the test irregularities procedures and data security procedures with the GMAP TAC at the June 2020 meeting and received TAC affirmation that procedures are robust. These procedures will serve as the baseline for future work and training development in the future.</p>

## IADA Annual Performance Report

*For each of the training topics below, briefly describe all training opportunities that your state provided for teachers, principals, and other school leaders during the reporting year (2019-20). For each training opportunity, report the number of individuals eligible to participate and the number of individuals who actually participated.*

*A sample data template is provided below. If the data list is long, this may be submitted as an attachment.*

<b>Training Topic</b>	<b>Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description.)</b>	<b>Number of Eligible Participants by Type (teachers, principals, other school leaders)</b>	<b>Number of Actual Participants by Type (teachers, principals, other school leaders)</b>
<p>(1) Training to familiarize teachers or school staff with the innovative assessment system (e.g., training on goals of innovative assessment system design including alignment to state standards for student learning, highlights of the key differences between the new and existing assessment systems, format, timeline for administration, and reporting)</p>	<p>Due to the current timeline, there have been no trainings developed or administered for the reporting year as it relates to this requirement. The GMAP consortium will partner with the State of Georgia to ensure that procedures are sufficient in each of these areas and will train and support teachers (and report on this) at the appropriate time in the development and piloting cycle.</p> <p>Educators participating in the CAB are helping the GMAP consortium set the basis for phases of this, especially as they relate to RALD development and understandings of how to align content to Georgia’s standards for excellence.</p> <p>The NWEA Professional Learning team is designing and delivering foundational professional learning courses to educators in GMAP districts that will help prepare educators for the transition to the through-year assessment. As a result of the COVID-19 interruption, priorities have shifted to focus on new models of</p>	<p>CAB participants were selected by district leads</p> <p>Table 5c: Districts participating in Year 1 professional learning activities represent the GMAP district school leaders that are participating in these planning sessions.</p>	<p>To date, 110 educators participated in 5 CAB meetings. 22% were teachers, 40% were curriculum specialists, 14% were district administrations, and 24% categorized themselves as coordinators or coaches.</p> <p>34 educators participated in the planning; 15 participated in professional learning sessions.</p>

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Training Topic	Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description.)	Number of Eligible Participants by Type (teachers, principals, other school leaders)	Number of Actual Participants by Type (teachers, principals, other school leaders)
	schooling on professional learning (shifts caused by new models of schooling as a result of school closures), professional learning needs of educators related to assessment literacy and formative assessment during remote learning, and how professional learning delivery models must adapt.		
(2) Training on test security for the innovative assessment system (e.g., training on handling and distribution of innovative assessment materials, monitoring administration of innovative assessments)	<p>Due to the current timeline, there have been no trainings developed or administered for the reporting year as it relates to this requirement. The GMAP consortium will partner with the State of Georgia to ensure that procedures are sufficient in each of these areas and will train and support teachers (and report on this) at the appropriate time in the development and piloting cycle.</p> <p>Preliminary information about NWEA capabilities and experience in this area was shared with the TAC in July 2020, and that information and TAC feedback will be used by the GMAP consortium to inform this training moving forward.</p>		
(3) Training on providing accommodations for students with disabilities in the innovative	Due to the current timeline, there have been no trainings developed or administered for the reporting year as it relates to this requirement.		

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<b>Training Topic</b>	<b>Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description.)</b>	<b>Number of Eligible Participants by Type (teachers, principals, other school leaders)</b>	<b>Number of Actual Participants by Type (teachers, principals, other school leaders)</b>
assessment system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of students with disabilities)	The GMAP consortium will partner with the State of Georgia to ensure that procedures are sufficient in each of these areas and will train and support teachers (and report on this) at the appropriate time in the development and piloting cycle.		
(4) Training on providing accommodations for English learner (EL) students in the innovative system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of EL students)	Due to the current timeline, there have been no trainings developed or administered for the reporting year as it relates to this requirement. The GMAP consortium will partner with the State of Georgia to ensure that procedures are sufficient in each of these areas and will train and support teachers (and report on this) at the appropriate time in the development and piloting cycle.		
(5) Training on using innovative assessment data to inform instruction (e.g., training on analysis and interpretation of individual, subgroup, and/or class-level data for the purposes of identifying struggling students; checking student mastery; adapting instructional resources and/or	The NWEA Professional Learning team is designing and delivering foundational professional learning to educators in GMAP districts that will help prepare educators for the transition to the through-year assessment. The NWEA Professional Learning offerings focus on data inquiry, formative assessment, and assessment literacy.	Table 5c: Districts participating in Year 1 professional learning activities represent the GMAP district school leaders that are participating in these planning sessions.	34 educators participated in the planning; 15 participated in NWEA Professional Learning sessions.

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<b>Training Topic</b>	<b>Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description.)</b>	<b>Number of Eligible Participants by Type (teachers, principals, other school leaders)</b>	<b>Number of Actual Participants by Type (teachers, principals, other school leaders)</b>
pacing; differentiating instruction; changing instructional strategies)	More specific training will be designed and implemented as reports are developed and rolled out beginning with field-testing in 2021–2022 and will continue to be refined as the GMAP consortium moves towards operational years.		
(6) Training on using innovative assessments for accountability (e.g., training on analysis and interpretation of class and grade-level data for the purposes of informing curricular decisions and allocation of resources to support instruction at the school)	Due to the current timeline, there have been no trainings developed or administered for the reporting year as it relates to this requirement. The GMAP consortium will partner with the State of Georgia to ensure that procedures are sufficient in each of these areas and will train and support teachers (and report on this) at the appropriate time in the development and piloting cycle.		
(7) Training on using innovative assessments for accountability across student subgroups (e.g., training on analysis and interpretation of subgroup, class, and grade-level data for the purposes of identifying and addressing gaps between student subgroups)	Due to the current timeline, there have been no trainings developed or administered for the reporting year as it relates to this requirement. The GMAP consortium will partner with the State of Georgia to ensure that procedures are sufficient in each of these areas and will train and support teachers (and report on this) at the appropriate time in the development and piloting cycle.		

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*Describe how the SEA or consortium familiarized students, parents, and LEA staff with the innovative assessment system during the reporting year (2019–2020). Familiarization may include sharing a description of the new innovative assessment system, highlights of the key differences between the innovative and existing assessment systems, initial challenges associated with implementing the new system, and benefits of the innovative assessment system. Examples of familiarizing students and parents include materials that were sent to parents describing the innovative assessment system, agendas of meetings with parents and students to describe the innovative assessment system, and postings about the innovative assessment system on schools’/districts’ websites. Examples of familiarizing LEA staff include materials from meetings to describe the innovative assessment system, agendas and materials from trainings for staff on implementing the innovative assessment system.*

*The focus of this section is twofold: (a) information the state or consortium provided to students and parents to familiarize them with and acclimate them to the innovative assessment system and (b) support and training the state or consortium provided to LEA staff to familiarize and enable them to implement the innovative assessment system. Familiarizing students, parents, and LEA staff goes beyond the basic parental notification requirement in Section IX.*

<b>SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System</b>	<b>Description of (a) the Process the State or Consortium used to Familiarize and Acclimate Students and Parents to the Innovative Assessment System and (b) the Support and Training the State or Consortium Provided to LEA Staff to Implement the Innovative Assessment System (be sure to describe the process for each group listed in the left-hand column. You may attach artifacts of the actual process in lieu of providing a description).</b>
(1) Students and parents	<p>The GMAP consortium are supporting districts in Georgia as they transition to the new through-year assessment to ensure key stakeholders are empowered with information on the new assessment and understand how to use the information provided by the assessment to inform instructional goals. This work is being completed through a Walton Family Foundation Grant awarded to NWEA.</p> <p>In an effort to provide stakeholders with meaningful assessment data through assessment reports, the NWEA team is conducting a 3-phase research plan with stakeholders in GMAP districts that will inform the creation of the through-year assessment Family Report as well as other through-year assessment reports. The mock family report was tested in focus groups with parents/guardians, teachers, and parent-child pairs, representing diverse backgrounds.</p> <p>As the consortium ramps up for field testing, there will be more opportunities to inform students and parents/guardians on the innovative assessment.</p>

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<p>(2) LEA staff</p>	<p>The GMAP consortium are supporting districts in Georgia as they transition to the new through-year assessment to ensure key stakeholders are empowered with information on the new assessment and understand how to use the information provided by the assessment to inform instructional goals. This work is being completed through a Walton Family Foundation Grant awarded to NWEA.</p> <p>The NWEA Professional Learning team working with the GMAP consortium in designing and delivering foundational professional learning to educators in GMAP districts that will help prepare educators for the transition to the through-year assessment. The Professional Learning offerings focus on data inquiry, formative assessment, and assessment literacy. The differentiated learning plans will be district and/or school specific and are created following conversations with district leaders, a needs assessment, and a district-wide survey. Each plan is designed to fit the local context and assist local education leaders in meeting the needs of their staff.</p> <p>As this work continues, the core group of educator partners will expand as additional team members are identified within districts to support planning.</p> <p>The consortium also releases a quarterly newsletter, to inform districts on progress toward innovative assessment and interesting activities underway in participating districts. GMAP district leads and other district leaders (school assessment coordinators, principals, etc.) as designated by the GMAP district leads are part of this distribution.</p> <p>And as the consortium ramps up for field testing, there will be more opportunities to inform LEA staff on the innovative assessment.</p> <p>District specific feedback:</p>
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## IADA Annual Performance Report

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Marietta – Information on the innovative assessment has been in the media and discussed at school board meetings which they may have seen. For LEA staff, Superintendent Dr. Grant Rivera sent an email shortly after the USDOE approved the IADA application in July 2019 to all staff informing them of where we are in the process (See Appendix F). After that initial email Michael Huneke, Director of Assessment, has kept the Marietta City Schools updated on the progress of the work at every administrative meeting and assessment training. Mr. Huneke has also solicited help from teachers and curriculum coordinators with the development of the assessment. Due to the impact of COVID-19, there is currently no need to train staff for implementation since work had to be postponed a year. Marietta has not informed students and parents/guardians at this time.

Dalton—District has shared GMAP consortium information regularly with administrative staff, both district and school-based, at monthly administrative team meetings. Principals have taken that information back to share with teachers at their respective schools. District has given reports to board in public meetings about all initiatives the district is participating in as a district. Dalton superintendent also meets individually with board members to share more detailed information.

Floyd—District held a Department of Academics Summer Retreat, June 10, 2019, which went over an introduction to the innovative assessment and had subsequent discussion. District also attended a Principals and Directors meeting, August 19, 2019, at which they reviewed an introduction to the innovative assessment and had subsequent discussion. Finally, district participated in a weekly Executive Cabinet meeting with the superintendent and directors. There was an update from John Parker where he provided information on updates when needed.

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## **VII: Use of Innovative Assessment Data**

*Please describe how teachers, principals, and other school leaders are using the innovative assessment data during the reporting year (2019–2020). You may attach artifacts in lieu of providing a description.*

*In particular:*

*To the extent the SEA has tracked teacher participation in activities that involve using innovative assessment data to inform instruction, report the percentage of participating teachers who have engaged in these activities. Examples of activities include using the data to identify struggling students, check student mastery, group students to deliver differentiated instruction, or change the pacing of lessons. Note that teachers may participate in activities using assessment data to inform instruction either individually or in teams.*

*To the extent the SEA has tracked principal and other school leader participation in activities that involve using innovative assessment data to improve accountability, report the percentage of participating principals and other school leaders who have engaged in these activities. Examples of activities include monitoring students' participation rates, evaluation of interim progress against long-term school improvement goals, root cause analysis, action planning, or identifying and addressing gaps between student subgroups.*

Innovative assessment data was not collected or reported in the performance period being evaluated. As such, no student performance data exists to support educators in understanding how to use the assessment-provided information to inform instructional goals. However, in an effort provide stakeholders meaningful data and help in understanding, the GMAP consortium are supporting districts in Georgia working through a Walton Family Foundation Grant awarded to NWEA for report design and professional learning development. Through focus groups and planning sessions, the consortium is designing and delivering resources to help prepare educators for the transition to the through-year assessment.

GMAP will be prepared to provide assessment data after field-testing of items begins in future years. When the consortium is ready for implementation, training and supplemental materials for how to use assessment data will be developed to support teachers, principals, and other school leaders

In the meantime, districts participating in GMAP continue to receive support in utilizing their existing interim MAP Growth data to understand student needs in the classroom.

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## **VIII: Changes in Consortium Governance or Membership (if applicable).**

*Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year (2019-20), or any changes anticipated in the future.*

NWEA and the GMAP consortium are in continuous recruitment mode, and some of this has come as a result of GMAP Through-Year Awareness sessions held throughout the year (see section IV). These include onsite presentations to different groups, including regional education service associations (RESAs) across the state, educational conferences, superintendent meetings, GSSA (Georgia Schools Superintendents Association) conferences, and Georgia Assessment and Accountability Professionals (GAAP) meetings.

Changes in consortium membership is detailed in the timeline below:

On November 6, 2019, Greene County Schools, Oglethorpe County Schools, and Social Circle Schools officially joined the GMAP consortium as affiliate partners.

On December 12, 2019, Evans County Schools officially joined the GMAP consortium as an affiliate partner.

On January 3, 2020, Chattooga County Schools officially joined the GMAP consortium as an affiliate partner.

On January 3, 2020, the GMAP consortium added the partnership level of Participating Partner. Participating partners support the pilot by participating in the assessment but will not participate in the regular informational meetings or in any of the decision-making, design, and development process.

On February 13, 2020, Polk School District informed the GMAP consortium that the Polk School District BOE decided to withdraw from the consortium.

On April 14, 2020, Trion City Schools officially joined the GMAP consortium as an affiliate partner.

On May 5, 2020, Greene County School System informed the GMAP consortium that the demand on a small district was too much and they would not continue to participate in the consortium.

On August 18, 2020, Georgia Cyber Academy officially joined the GMAP consortium as a participating partner.

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To support the addition of members to the consortium, GMAP has outlined the following policy governing the process for how new districts can join the consortium:

**Table 11: Process for Adding New Member Districts**

Partner Type	Summary of Role and Status	Privileges
<u>Collaborating Partner - Lead District</u>	<ul style="list-style-type: none"> <li>• These districts must be a current MAP Growth user for a minimum of one school year prior to applying to become a lead district</li> <li>• These districts must serve as an affiliate member for one school year prior to becoming a lead district</li> </ul>	<ul style="list-style-type: none"> <li>• Voting rights</li> <li>• Are full members participating immediately in the decision-making, design, and development process.</li> <li>• May contribute to all meetings or send a representative who can make decisions for the district</li> <li>• Educators from the district will be invited and expected to participate in the development activities with NWEA</li> </ul>
<u>Affiliate Partner District</u>	<ul style="list-style-type: none"> <li>• If not a MAP Growth user, Affiliate Partner Districts must begin use of MAP Growth at minimum in grades 3–8.</li> </ul>	<ul style="list-style-type: none"> <li>• Invited to all meetings to remain informed of the status.</li> <li>• Educators from the district will be invited to participate in the development activities.</li> </ul>
<u>Participating Partner District</u>	<ul style="list-style-type: none"> <li>• If not a MAP Growth user, Participating Partner Districts must begin use of MAP Growth at minimum in grades 3–8.</li> <li>• Support the pilot by participating in the assessment but will not participate in the regular informational</li> </ul>	<ul style="list-style-type: none"> <li>• Invited to meetings/trainings that provide information about piloting the solution being developed by GMAP and NWEA.</li> </ul>

# IADA Annual Performance Report

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	meetings, participate in any of the decision-making, design, and development process.	
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To move from Affiliate Partner to Collaborating Partner, the Affiliate Partner requests, after participating for one school year, to be reassigned to the status of Collaborating Partner. The current Collaborating Partners will then vote on whether or not to approve the requested status change. Final approval of is given by GaDOE.\* There is no limit to the number of Participating or Affiliate Partner districts that are part of the consortium. Declining participation in the consortium is at the discretion of the individual district and only requires notifying the consortium.

\*This process has not been approved by the GaDOE.

# IADA Annual Performance Report

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## IX: Parental Notification

*Describe how the SEA or Consortium is ensuring that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, **at the beginning of each school year** during which an innovative assessment will be implemented. Such information must be—*

- (i) In an understandable and uniform format;*
- (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and*
- (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent.*

At the time of this writing, GMAP consortium district partners have not officially notified all parents/guardians regarding their participation in the IADA pilot. Districts had planned to notify parents/guardians prior to the 2020–2021 school year, but because field testing was delayed a year as a result COVID-19 closures, parents/guardians will probably not be officially notified by each district until the beginning of the 2021–2022 school year. However, given the numerous news stories that have circulated via the local, state, and national press, many parents/guardians already know if their district is participating in the consortium. Also, school board meetings are public, and many if not all districts have discussed their participation in these public forums. GMAP districts are committed to continually providing information to parents/guardians as they have been doing under the current law throughout the IADA process.

Additionally, to meet the needs of parents/guardians, considerable work is ongoing to design and test reports that empower parents/guardians to understand how students are progressing throughout the year. In the spring of 2020, the first two rounds of report design and focus groups were conducted with teachers, parents/guardians, and students in Georgia. The purpose of these focus groups was to identify the information that parents/guardians and teachers need in order to have effective conversations regarding student achievement, growth, and learning trajectories. Additionally, these focus groups gathered information that will be useful in determining how student assessment data should be contextualized with the existing student data that teachers and parents/guardians already have. This work will continue through the winter of 2020 as reports are continually refined and messaging is tested to help teachers and parents/guardians talk about learning progress, opportunities, gaps, and goals in preparation for through-year assessments. The information gathered from the research design will be used to develop the family report for the operational through-

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year assessment and will help drive the development of professional learning to ensure educators feel confident and supported in having conversations with parents/guardians when new assessments are introduced.

**X: Assurances**

*If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.*

Assurances for 2019-2020 are included in Appendix G.

**XI: Budget**

*Please describe any changes to the budget that vary from the approved application budget.*

There are no changes to report to the budget. Attached for reference.

**Georgia Through-Year Pilot Budget (development plus operational costs)  
FY2019–FY2023**

Content Review, Item Development, Staffing & Workshops	\$ 3,525,000
Program Management, Support, & Research Services	\$ 2,525,000
Psychometrics and Data Analysis	\$ 1,967,500
Hand Scoring	\$ 1,860,000
Professional Learning	\$ 880,000
Alignment Studies	\$ 375,000
Standard Setting	\$ 125,000
<b>Total</b>	<b>\$ 11,257,500</b>

# IADA Annual Performance Report

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## **XII: Certification**

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:

Title:

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Signature:

Date (*month/day/year*):

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# IADA Annual Performance Report

## Appendix A: GMAP School Demographics 2019-2020

District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Participating in IADA Pilot												
			Number of All Students	Econ. Disadvantaged	American India or Alaskan	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or More Races	White	Other	Students with Disabilities	English Learners	Number of All Students	Econ. Disadvantaged	American India or Alaskan	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or More Races	White	Other	Students with Disabilities	English Learners
Barrow County Schools	Auburn Elementary School	3-5	349	210	0	28	28	75	0	26	192	0	59	69	349	210	0	28	28	75	0	26	192	0	59	69
	Bethlehem Elementary School	3-5	337	182	0	11	29	90	0	16	191	0	69	67	335	180	0	11	29	90	0	15	190	0	67	67
	Bramlett Elementary School	3-5	330	125	0	20	23	57	0	17	213	0	50	59	322	118	0	20	21	55	0	16	210	0	42	58
	County Line Elementary School	3-5	264	124	0	19	14	49	0	19	163	0	51	55	264	124	0	19	14	49	0	19	163	0	51	55
	Holsenbeck Elementary School	3-5	328	182	1	15	28	73	0	19	192	0	57	71	325	179	1	15	27	72	0	19	191	0	54	70
	Kennedy Elementary School	3-5	437	253	0	15	82	112	0	29	199	0	87	98	421	245	0	15	79	112	0	28	187	0	71	93
	Statham Elementary School	3-5	362	192	0	15	44	63	0	16	224	0	76	58	362	192	0	15	44	63	0	16	224	0	76	58

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District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Participating in IADA Pilot												
			Number of All Students	Econ. Disadvantaged	American India or Alaskan	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or More Races	White	Other	Students with Disabilities	English Learners	Number of All Students	Econ. Disadvantaged	American India or Alaskan	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or More Races	White	Other	Students with Disabilities	English Learners
Chattooga	Winder Elementary School	3-5	305	204	2	17	68	60	1	29	128	0	43	53	297	198	2	16	68	59	1	29	122	0	35	51
	Yargo Elementary School	3-5	438	219	1	14	88	90	0	22	223	0	68	99	438	219	1	14	88	90	0	22	223	0	68	99
	Bear Creek Middle School	6-8	745	406	4	34	114	147	0	29	417	0	136	88	732	399	4	34	110	144	0	29	411	0	123	87
	Haymon Morris Middle School	6-8	938	460	3	33	157	212	1	46	486	0	136	139	918	448	3	33	153	207	1	45	476	0	116	135
	Russell Middle School	6-8	998	469	3	57	132	184	1	49	572	0	149	124	984	462	3	57	128	181	1	49	565	0	135	123
	Westside Middle School	6-8	794	449	1	30	109	167	0	49	438	0	132	96	792	449	1	30	109	167	0	49	436	0	130	96
Chattooga	Leroy Massey Elementary	3-5	377	319	0	0	40	39	0	37	261	0	97	17	350	297	0	0	35	38	0	35	241	0	70	17

# IADA Annual Performance Report

District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Participating in IADA Pilot												
			Number of All Students	Econ. Disadvantaged	American India or Alaskan	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or More Races	White	Other	Students with Disabilities	English Learners	Number of All Students	Econ. Disadvantaged	American India or Alaskan	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or More Races	White	Other	Students with Disabilities	English Learners
	Summerville Middle School	6-8	392	335	0	0	57	38	0	27	269	0	92	15	365	311	0	0	53	36	0	26	249	0	65	14
	Menlo Elementary School	3-8	242	137	2	1	1	4	0	4	230	0	39	0	242	137	2	1	1	4	0	4	230	0	39	0
	Lyerly Elementary School	3-8	253	176	0	0	5	7	0	13	228	0	32	2	252	175	0	0	5	7	0	13	227	0	31	2
Clayton County Schools	Adamson Middle School	6-8	555	555	4	15	389	120	0	14	13	0	76	78	528	555	4	15	389	120	0	14	13	0	76	78
	Anderson Elementary School	3-5	257	257	1	0	143	103	0	3	7	0	41	79	256	257	1	0	143	103	0	3	7	0	41	79
	Arnold Elementary School	3-5	278	278	3	11	178	54	0	19	13	0	32	33	277	278	3	11	178	54	0	19	13	0	32	33
	Babb Middle School	6-8	1,035	1,035	4	80	404	501	0	16	30	0	118	357	1,015	1,035	4	80	404	501	0	16	30	0	118	357
	Brown Elementary School	3-5	398	398	0	7	320	54	0	12	5	0	57	37	369	398	0	7	320	54	0	12	5	0	57	37

# IADA Annual Performance Report

District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Participating in IADA Pilot												
			Number of All Students	Econ. Disadvantaged	American India or Alaskan	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or More Races	White	Other	Students with Disabilities	English Learners	Number of All Students	Econ. Disadvantaged	American India or Alaskan	Asian	Black or African American	Hispanic	Native Hawaiian or other Pacific Islander	Two or More Races	White	Other	Students with Disabilities	English Learners
	Callaway Elementary School	3-5	436	436	1	9	345	67	0	11	3	0	51	49	417	436	1	9	345	67	0	11	3	0	51	49
	Church Street Elementary School	3-5	400	400	0	15	322	55	0	4	4	0	45	51	399	400	0	15	322	55	0	4	4	0	45	51
	East Clayton Elementary School	3-5	329	329	0	12	270	37	0	4	6	0	29	33	308	329	0	12	270	37	0	4	6	0	29	33
	Eddie White Elementary	3-5	376	376	1	4	297	64	0	5	5	0	49	32	375	376	1	4	297	64	0	5	5	0	49	32
	Eddie White Middle	6-8	841	841	3	4	719	82	0	17	16	0	119	33	840	841	3	4	719	82	0	17	16	0	119	33
	Edmonds Elementary School	3-5	255	255	0	3	130	109	0	6	7	0	27	85	252	255	0	3	130	109	0	6	7	0	27	85
	Elite Scholars Academy School	6-8	323	323	0	40	210	51	0	17	5	0	2	22	323	323	0	40	210	51	0	17	5	0	2	22
	Forest Park Middle School	6-8	716	716	0	14	348	314	2	14	24	0	110	234	714	716	0	14	348	314	2	14	24	0	110	234

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	Fountain Elementary School	3-5	295	295	1	2	159	120	0	6	7	0	30	107	279	295	1	2	159	120	0	6	7	0	30	107
	Harper Elementary School	3-5	427	427	2	4	286	121	0	12	2	0	48	106	395	427	2	4	286	121	0	12	2	0	48	106
	Hawthorne Elementary School	3-5	448	448	0	3	314	112	0	9	10	0	58	73	434	448	0	3	314	112	0	9	10	0	58	73
	Haynie Elementary School	3-5	464	464	0	25	171	244	0	14	10	0	32	230	460	464	0	25	171	244	0	14	10	0	32	230
	Huie Elementary School	3-5	395	395	1	7	222	139	0	15	11	0	54	123	394	395	1	7	222	139	0	15	11	0	54	123
	James Jackson Elementary School	3-5	299	299	0	6	238	44	0	3	8	0	39	33	266	299	0	6	238	44	0	3	8	0	39	33
	Jonesboro Middle School	6-8	1,030	1,030	2	16	681	282	0	23	26	0	158	193	1,005	1,030	2	16	681	282	0	23	26	0	158	193

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	Kay R. Pace Elementary School of the Arts	3-5	211	211	0	5	173	21	0	9	3	0	9	10	211	211	0	5	173	21	0	9	3	0	9	10
	Kemp Elem School	3-5	688	688	5	12	537	88	1	28	17	0	90	74	686	688	5	12	537	88	1	28	17	0	90	74
	Kendrick Middle School	6-8	833	833	2	18	582	199	1	16	15	0	115	150	805	833	2	18	582	199	1	16	15	0	115	150
	Kilpatrick Elementary School	3-5	1,120	1,120	2	21	770	271	2	24	30	0	166	163	1,109	1,120	2	21	770	271	2	24	30	0	166	163
	Lake City Elementary School	3-5	304	304	0	45	112	130	0	8	9	0	30	137	304	304	0	45	112	130	0	8	9	0	30	137
	Lake Ridge Elementary School	3-5	313	313	3	6	220	78	0	6	0	0	37	77	311	313	3	6	220	78	0	6	0	0	37	77
	Lee Street Elementary School	3-5	291	291	0	5	204	68	0	12	2	0	33	65	282	291	0	5	204	68	0	12	2	0	33	65
	Lovejoy Middle School	6-8	550	550	1	5	402	111	1	16	14	0	77	56	533	550	1	5	402	111	1	16	14	0	77	56

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	M. D. Roberts Middle School	6-8	961	961	1	25	742	140	1	33	19	0	105	69	937	961	1	25	742	140	1	33	19	0	105	69
	Martin Luther King, Jr. Elementary School	3-5	307	307	1	8	283	12	0	2	1	0	24	28	294	307	1	8	283	12	0	2	1	0	24	28
	Morrow Elementary School	3-5	278	278	2	47	136	79	0	8	6	0	41	100	278	278	2	47	136	79	0	8	6	0	41	100
	Mount Zion Elementary School	3-5	562	562	1	11	390	126	0	18	16	0	79	116	560	562	1	11	390	126	0	18	16	0	79	116
	North Clayton Middle School	3-5	937	937	4	28	790	101	0	9	5	0	125	92	929	937	4	28	790	101	0	9	5	0	125	92
	Northcutt Elementary School	3-5	328	328	1	10	277	36	1	3	0	0	32	48	327	328	1	10	277	36	1	3	0	0	32	48

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	Oliver Elementary School	3-5	303	303	0	11	249	40	0	3	0	0	46	36	298	303	0	11	249	40	0	3	0	0	46	36
	Pointe South Elementary School	3-5	301	301	1	4	239	44	1	9	3	0	38	22	281	301	1	4	239	44	1	9	3	0	38	22
	Pointe South Middle School	6-8	882	882	2	4	677	156	1	28	14	0	110	95	877	882	2	4	677	156	1	28	14	0	110	95
	Rex Mill Middle School	6-8	1,158	1,158	5	28	783	279	2	34	27	0	141	165	1,149	1,158	5	28	783	279	2	34	27	0	141	165
	River's Edge Elementary School	3-5	350	350	0	5	310	23	0	8	4	0	36	21	345	350	0	5	310	23	0	8	4	0	36	21
	Riverdale Elementary School	3-5	375	375	1	6	261	99	0	7	1	0	43	71	362	375	1	6	261	99	0	7	1	0	43	71
	Riverdale Middle School	3-5	804	804	3	29	615	130	0	19	8	0	110	88	802	804	3	29	615	130	0	19	8	0	110	88
	Roberta T. Smith	3-5	507	507	1	5	363	105	1	17	15	0	61	83	474	507	1	5	363	105	1	17	15	0	61	83

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	Elementary School																									
	Sequoyah Middle School	6-8	870	870	3	10	593	236	0	18	10	0	134	149	847	870	3	10	593	236	0	18	10	0	134	149
	Suder Elementary School	3-5	335	335	0	11	251	49	0	12	12	0	64	38	332	335	0	11	251	49	0	12	12	0	64	38
	Swint Elementary School	3-5	379	379	0	1	278	88	1	8	3	0	48	64	335	379	0	1	278	88	1	8	3	0	48	64
	Tara Elementary School	3-5	332	332	1	2	205	114	0	5	5	0	34	79	331	332	1	2	205	114	0	5	5	0	34	79
	Thurgood Marshall Elementary School	3-5	431	431	0	38	287	83	0	12	11	0	44	95	429	431	0	38	287	83	0	12	11	0	44	95
	Unidos Dual Language Charter School	3-5	157	157	0	0	53	97	0	2	5	0	12	81	157	157	0	0	53	97	0	2	5	0	12	81

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	West Clayton Elementary School	3-5	232	232	1	1	215	13	0	2	0	0	21	9	232	232	1	1	215	13	0	2	0	0	21	9
	William M. McGarrah Elementary School	3-5	331	331	4	33	197	80	0	7	10	0	46	89	328	331	4	33	197	80	0	7	10	0	46	89
Dalton City Schools	Blue Ridge Elementary	3-5	295	295	4	0	8	265	0	4	14	0	34	121	295	295	4	0	8	265	0	4	14	0	34	121
	Brookwood Elementary	3-5	307	146	0	20	10	146	0	5	126	0	34	63	307	146	0	20	10	146	0	5	126	0	34	63
	City Park Elementary	3-5	303	303	1	7	24	235	0	7	29	0	48	140	303	303	1	7	24	235	0	7	29	0	48	140
	Park Creek Elementary	3-5	284	284	1	3	21	232	0	2	25	0	53	134	275	275	1	3	19	223	0	2	23	0	44	133
	Roan Elementary	3-5	206	203	2	0	11	178	0	2	13	0	31	110	206	203	2	0	11	178	0	2	13	0	31	110
	Westwood Elementary	3-5	249	128	2	6	21	105	0	13	102	0	44	70	249	128	2	6	21	105	0	13	102	0	44	70

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	Dalton Middle School	6-8	1,775	1,775	2	47	71	1,235	1	48	360	0	224	630	1,764	1,764	2	47	70	1,229	1	48	356	0	213	626
Evans County Schools	Claxton Elementary School	3-5	415	415	2	1	149	109	0	16	138	0	61	100	408	408	2	1	146	107	0	15	137	0	61	100
	Claxton Middle School	6-8	431	431	2	3	133	120	0	11	162	0	52	76	423	423	2	3	132	116	0	9	161	0	44	76
Floyd County Schools	Alto Park Elementary	3-5	212	212	0	1	25	74	0	17	95	0	31	64	204	204	0	1	23	74	0	17	89	0	23	64
	Armuchee Elementary	3-5	378	378	0	6	15	23	0	23	311	0	74	20	377	377	0	6	15	23	0	22	311	0	73	20
	Armuchee Middle	6-8	453	453	0	6	18	29	0	19	381	0	81	12	447	447	0	6	17	28	0	19	377	0	75	11
	Cave Spring Elementary	3-5	109	109	0	2	3	4	0	5	95	0	15	5	109	109	0	2	3	4	0	5	95	0	15	5
	Coosa Middle	6-8	650	650	2	5	58	166	1	26	392	0	83	97	647	647	0	2	3	3	0	5	93	0	80	97
	Garden Lakes Elementary	3-5	317	317	0	1	34	54	0	14	214	0	41	47	317	317	0	1	34	54	0	14	214	0	41	47
	Johnson Elementary	3-5	249	249	0	2	23	6	0	11	207	0	33	2	249	249	0	2	23	6	0	11	207	0	33	2

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	Model Elementary	3-5	224	224	0	1	10	10	0	3	200	0	42	16	224	224	0	1	10	10	0	3	200	0	42	16
	Model Middle	6-8	555	555	0	1	39	34	1	8	472	0	87	12	554	554	0	1	39	34	1	8	471	0	86	12
	Pepperell Elementary	3-5	511	511	1	0	33	47	1	22	407	0	86	39	500	500	1	0	33	47	1	22	396	0	75	39
	Pepperell Middle	6-8	684	684	0	0	57	56	0	25	546	0	101	26	668	668	0	0	56	55	0	25	532	0	85	26
Georgia Cyber Academy	Georgia Cyber Academy	3-8	3,992	1,648	17	85	1,664	320	6	294	1,606	0	717	123	3,915	1,640	17	79	1,638	316	6	289	1,570	0	640	123
Haralson County Schools	Buchanan Elementary	3-5	361	361	0	0	7	6	0	21	327	0	79	5	361	361	0	0	7	6	0	21	327	0	79	5
	West Haralson Elementary	3-5	345	345	0	3	10	7	0	15	310	0	81	8	334	334	0	3	10	7	0	13	301	0	70	8
	Haralson County Middle School	6-8	791	791	1	1	17	26	2	27	717	0	196	25	778	778	1	1	16	25	2	27	706	0	183	25

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<b>Jackson County Schools</b>	East Jackson Elementary School	3-5	276	183	0	2	20	46	0	6	202	0	71	33	272	181	0	2	19	45	0	6	200	0	67	33
	Gum Springs Elementary School	3-5	447	98	2	23	12	34	0	17	359	0	60	35	441	95	2	23	11	33	0	17	355	0	54	34
	Maysville Elemementary School	3-5	178	143	0	2	8	41	0	6	121	0	33	29	176	141	0	2	8	41	0	6	119	0	31	29
	North Jackson Elementary School	3-5	198	97	1	9	15	41	0	11	121	0	32	30	197	96	1	9	15	40	0	11	121	0	31	29
	South Jackson Elementary School	3-5	313	226	1	5	19	75	0	20	193	0	62	60	307	221	1	5	18	74	0	20	189	0	56	60
	West Jackson Elementary School	3-5	484	177	4	20	29	97	0	33	301	0	93	56	478	174	0	19	28	96	0	32	299	0	87	55
	East Jackson Middle School	6-7	561	366	0	7	39	106	0	18	391	0	117	76	549	361	0	7	38	105	0	17	382	0	105	76

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	East Jackson High School	8	300	197	0	5	24	52	0	15	204	0	57	23	299	196	0	5	23	52	0	15	204	0	104	23
	West Jackson Middle School	6-8	1,147	377	5	41	57	143	0	48	853	0	175	96	1,133	371	5	41	54	142	0	48	843	0	161	96
Jasper County Schools	Washington Park Elementary	3-5	567	348	0	0	123	42	0	27	375	0	61	28	561	344	0	0	121	42	0	27	371	0	55	28
	Jasper County Middle School	6-8	577	374	1	1	127	44	0	31	373	0	81	21	570	369	1	1	123	43	0	31	371	0	74	21
Marietta City Schools	A.L. Burruss Elementary School	3-5	188	106	0	2	78	42	2	10	54	0	32	26	188	106	0	2	78	42	2	10	54	0	32	26
	Dunleith Elementary School	3-5	262	226	0	0	138	106	1	10	7	0	22	83	262	226	0	0	138	106	1	10	7	0	22	83
	Hickory Hills Elementary School	3-5	163	114	0	2	52	77	0	8	24	0	30	65	157	110	0	1	47	77	0	8	24	0	24	65

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	Lockheed Elementary School	3-5	354	289	0	4	170	159	0	9	12	0	47	131	354	289	0	4	170	159	0	9	12	0	47	131
	Marietta Center for Advanced Academics	3-5	326	92	4	27	77	55	1	18	144	0	7	30	326	92	4	27	77	55	1	18	144	0	7	30
	Marietta Middle School	7-8	1,372	836	6	24	505	546	4	51	236	0	167	301	1,356	824	6	24	497	541	4	51	233	0	151	297
	Marietta Sixth Grade Academy	6	697	413	0	15	248	268	2	17	147	0	95	196	689	407	0	15	245	265	2	17	145	0	87	194
	Park Street Elementary School	3-5	252	228	0	2	56	178	0	8	8	0	47	162	240	218	0	2	53	172	0	7	6	0	35	158
	Sawyer Road Elementary	3-5	318	254	3	5	85	189	0	14	22	0	28	164	318	254	3	5	85	189	0	14	22	0	28	164
	West Side Elementary School	3-5	236	37	0	5	39	22	0	15	155	0	32	11	236	37	0	5	39	22	0	15	155	0	32	11
Oglethorpe County		3-5	476	312	0	7	81	55	1	24	308	0	54	48	469	312	0	7	81	55	1	24	308	0	47	48

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	Elementary School																									
	Oglethorpe County Middle School	6-8	492	326	0	10	87	70	0	28	297	0	63	47	490	326	0	10	87	70	0	28	297	0	61	47
Social Circle City Schools	Social Circle Elementary School	3-5	364	165	1	6	90	15	0	15	237	0	52	3	360	163	1	5	88	14	0	15	237	0	48	3
	Social Circle Middle School	6-8	445	190	0	5	93	22	0	9	316	0	51	8	435	183	0	5	88	22	0	9	311	0	41	8
Trion City Schools	Trion Elementary School	3-5	292	171	0	3	4	74	0	9	202	0	24	34	292	171	0	3	4	74	0	9	202	0	24	34
	Trion Middle School	6-8	315	148	0	0	5	73	0	13	224	0	34	37	315	148	0	0	5	73	0	13	224	0	34	37
<b>GMAP Districts</b>		<b>3-8</b>	<b>58,572</b>	<b>47,389</b>	<b>150</b>	<b>1,453</b>	<b>23,101</b>	<b>13,395</b>	<b>41</b>	<b>2,182</b>	<b>18,238</b>	<b>0</b>	<b>8,454</b>	<b>9,246</b>	<b>57,583</b>	<b>47,099</b>	<b>144</b>	<b>1,440</b>	<b>22,940</b>	<b>13,163</b>	<b>40</b>	<b>2,140</b>	<b>17,699</b>	<b>0</b>	<b>8,056</b>	<b>9,211</b>

# **Georgia Innovative Assessment Pilot Program December 2019 Technical Advisory Committee Meeting Report**

**Georgia MAP Assessment Partnership**

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**January 25, 2020**

**Submitted by:  
WestEd  
730 Harrison Street  
San Francisco, CA 94107**

# IADA Annual Performance Report

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## Georgia Innovative Assessment Pilot Program December 2019 Technical Advisory Committee Meeting Report for Georgia MAP Assessment Partnership

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### Introduction

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) meeting was convened on December 10, 2019, in Atlanta, Georgia. Attendees included members of the TAC, the Georgia MAP Assessment Partnership (GMAP Partnership), Northwest Education Association (NWEA), the Georgia Department of Education, and WestEd. This report provides an overview of the topics discussed and a description of the resulting key takeaways and action items from the meeting.

### Overview of the GMAP Through-Year Solution

#### Description

The GMAP Partnership and NWEA presented an overview of the GMAP through-year model. The NWEA presentation provided an overview of the model as well as the timeline for development. NWEA explained how its through-year model compares to traditional summative tests, as well as to its MAP Growth assessment. Details on the design of the through-year model were presented, providing the TAC with information on the computer-adaptive testing algorithm used to route students to items.

#### TAC Discussion and Recommendations

During its presentation, NWEA explained that the adaptive algorithm accommodates students testing off-grade, providing students with items that relate to the on-grade content standards. The TAC recommended that the GMAP Partnership gather evidence showing how off-grade-level items are aligned to on-grade-level content. The TAC also suggested using the adaptive engine to select performance tasks, particularly in the math domain.

For reading assessments, the TAC discussed how the adaptive engine would function for off-grade, passage-based items. Ideas included developing multiple versions of each passage, with differing complexities; developing differing prompts for the same passage; and developing off-grade items for a particular passage to be field tested. The TAC noted that student ability estimates (i.e., thetas) should not be too dependent on a single reading passage.

The GMAP Partnership asked TAC members to reflect on how the current through-year test design addresses the intent of the Every Student Succeeds Act. The TAC advised that the through-year design should focus on both the breadth and the depth of the state content standards. The TAC also noted that if the test blueprint remains the same across administrations within a school year, creating the required summative score that needs to be

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reported may be easier. However, maintaining identical blueprints across the year may not be required, and allowing the blueprint to shift across administrations may provide more actionable information.

Lastly, the TAC recommended that communication to teachers address how to use the data produced from the various testing events throughout the year. For example, because 60 percent of all items administered throughout the year must be on grade level, the third testing event for students with below-grade proficiency may contain mostly items that are on grade level (assuming that prior testing occasions contained larger shares of below-grade-level items). Teachers should have guidance on how to interpret and use the data from these comparatively difficult tests.

## Comparability to Georgia Milestones

### Description

NWEA described a planned research study that will gauge the value of achievement level descriptors (ALDs) for providing feedback to teachers and students. The use of ALDs to establish comparability to Georgia Milestones was also discussed.

### TAC Discussion and Recommendations

The TAC recommended that the GMAP Partnership utilize ALDs for establishing comparability; however, the research agenda is not required in order to establish comparability under the Georgia IAPP. In order to establish comparability, the GMAP Partnership should demonstrate that students' achievement-level classifications are comparable to Georgia Milestones. Evidence of comparability at the raw score or scale score level will not be necessary.

The TAC also noted that, to establish comparability, the GMAP Partnership will also need to produce a literacy measure and a growth indicator. It is important to emphasize, however, that the GMAP Partnership does not need to establish comparability between its growth metric and the state's growth metric (student growth percentiles). Rather, the GMAP Partnership should adopt or develop a growth model that aligns well with NWEA's through-year assessment. The TAC also noted that the GMAP Partnership's literacy measure should be related to Georgia's literacy measure (Lexiles), but evidence of achievement-level comparability will suffice for the IAPP.

## Incorporating the RIT Scale

### Description

The GMAP Partnership described for the TAC how it plans to include RIT scores (generated for MAP Growth assessments) in its through-year assessment model, in order to provide Georgia students with norm-referenced information.

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## TAC Discussion and Recommendations

The TAC noted that there are compelling reasons for incorporating the RIT scale into NWEA's through-year assessment model. MAP Growth scores will provide a familiar anchor for students taking a new summative assessment in lieu of Georgia Milestones. However, the GMAP Partnership's priority should be the development of a new through-year assessment, not the provision of RIT scores. Therefore, field-test designs and calibration and equating procedures should not compromise the through-year assessment scale in order to accommodate the RIT scale. For example, if the through-year assessment includes performance tasks and MAP Growth does not, putting through-year assessment on the RIT scale may not be advisable.

## Scaling to Statewide Implementation

### Description

This discussion focused on how the GMAP Partnership — a consortium of districts in Georgia — would ultimately be able to transition to a full statewide assessment program.

### TAC Discussion and Recommendations

The TAC suggested that the GMAP Partnership develop readiness criteria for districts, articulating the key features that successful districts exhibit. Additionally, the TAC recommended researching lessons learned from the Race to the Top large-scale assessment consortia (Smarter Balanced and PARCC). The TAC noted that when multiple parties attempt to reach an agreement, it is difficult for all preferences to be accommodated. As any assessment system becomes more customized to meet varying preferences, there are implications for cost, development time, and assessment quality and validity.

## Next Steps

### Spring/Summer 2020 TAC Meeting

The next TAC meeting will focus on a concrete, near-term task: IADA Annual Performance Reporting. IAPP participants' reports are due to the Georgia Department of Education in summer 2020, so the next TAC meeting will generate feedback for the GMAP Partnership, to inform the Annual Performance Report (the report template is included as an attachment to this report). In particular, we hope to focus on the infrastructure and project management required to successfully deliver a large-scale summative testing program (e.g., quality assurance, test security, accommodations, scoring and reporting).

### Future Work

The TAC suggested that long-term planning and analysis should include the following items:

- Provide documentation showing the alignment between the through-year assessment's ALDs and the Georgia ALDs

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- Provide documentation showing the alignment of the through-year assessment's DOK levels to Georgia Milestones
- Provide a high-level description of the field-test plan
- Provide Georgia Milestones score comparisons across participating districts, with demographic data included
- Provide sample reports for very high-performing and very low-performing students, to show how interpretable data can be generated from different sets of items delivered

# Georgia Innovative Assessment Pilot Program June 2020 Technical Advisory Committee Meeting Report

Georgia MAP Assessment Partnership

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July 27, 2020

Submitted by:  
WestEd  
730 Harrison Street  
San Francisco, CA 94107

# IADA Annual Performance Report

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## Georgia Innovative Assessment Pilot Program June 2020 Technical Advisory Committee Meeting Report for Georgia MAP Assessment Partnership

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### Introduction

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) meeting was convened on June 29, 2020. The meeting was held virtually, via Zoom video conferencing. Attendees included members of the TAC, the Georgia MAP Assessment Partnership (GMAP Partnership), Northwest Education Association (NWEA), the Georgia Department of Education (GaDOE), and WestEd. This report provides an overview of the topics discussed and a description of the key takeaways and action items resulting from the meeting.

### Update on Consortium Assessment System

#### Description

The GMAP Partnership and NWEA presented updates on their work on the GMAP through-year assessment. The partnership provided information about consortium membership, assessment development activities that have been completed, and plans for future activities. The TAC was asked to provide feedback on the decision-making process for the field-test plan and on the process GMAP is following to select among candidate adaptive test designs.

#### TAC Discussion and Recommendations

NWEA first summarized progress on test development over the past year. In that time, NWEA project staff have focused on planning, item development, and item reviews. Since the previous TAC meeting in December, they have directed additional attention to the design of individual student reports. In collaboration with the Walton Family Foundation, focus groups were conducted to gather input on student reports. This work is ongoing.

Additionally, NWEA conducted an alignment study focused on the correspondence between existing MAP Growth items and the Georgia state content standards. Local educators reviewed items that currently exist in the MAP Growth item pool and evaluated their alignment to the Georgia standards. For the items that did not align but came close, revisions were suggested. The TAC suggested that using the preexisting items will help with their development efforts and could be beneficial for scaling.

The COVID-19 pandemic has impacted some of NWEA's assessment development activities. Most meetings and interactions this calendar year have been conducted virtually, as will the

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content and bias review meetings scheduled for July 2020. Some activities have been postponed, including phase two of the Achievement Level Descriptors utility study, a comparability presentation to superintendents, and the field test that was scheduled for Spring 2021.

The field test and adaptive test design plans are still under development. Following some internal discussions, NWEA is considering online calibration, which targets item parameter precision rather than sample size. Specifically, a standard error of measurement criterion determines the stopping rule for field testing each item. The TAC agreed that this is an approach worth exploring and suggested that the GMAP Partnership also consider how this plan ensures representation of the consortium's full student ability distribution.

The TAC suggested that NWEA use existing parameter estimates from items in the MAP item bank. If these items' parameters are fixed during calibration, only new and revised items need to have item parameters estimated. The TAC noted that another strategy to explore is using existing item parameter estimates as Bayesian priors.

The GMAP Partnership and NWEA are also discussing whether the test that is being developed will ultimately be item adaptive or multistage. Item adaptive testing becomes challenging, of course, with language arts assessments that are composed of passage-based blocks of items. The TAC expressed concern regarding the alignment of the depth and range of knowledge within a given subject or domain. NWEA shared that, from a design standpoint, their item development plan and item specifications ensure that the breadth and depth of each assessable standard is represented. The TAC suggested that their alignment concern could also be addressed by using staged adaptive testing, and that alignment could be evaluated quantitatively by including it as a criterion in NWEA's simulation studies.

The GMAP Partnership next discussed the field test plan — in particular, the sample size needed to estimate item parameters for the operational item bank. If the sample size needs to increase, there are additional districts that the GMAP Consortium may be able to recruit to participate in the field test who are not already MAP Growth users. The TAC reminded the consortium to balance sample-size needs against administration logistics and student motivation; item parameter estimates from standalone field test items are usually less accurate and precise than embedded field test items. However, the TAC noted that limited student motivation could be less of a problem if the assessment generates useful information that NWEA could provide back to the participating schools. The TAC also suggested that in order to get a large enough sample, a MAP Growth test — with embedded items from the through-year assessments — could be administered free of charge across the state. Through-year field test items could be embedded into the nationwide MAP growth test; NWEA would want to confirm that parameter invariance holds (i.e., that the item parameters estimated via national data

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would be essentially unchanged if they were estimated via state-level data), but given the state's diversity and wide range of student achievement, parameter invariance is unlikely to be a major concern.

The GMAP Partnership also noted that item development has been informed by range achievement level descriptors (ALDs) that are somewhat different from the Georgia Milestones ALDs. The Partnership was asked whether these new range ALDs would preclude achievement-level comparability between Milestones and the GMAP through-year system (achievement-level comparability is required if a consortium intends for its students to take its innovative assessments in lieu of Milestones). GMAP responded that its range ALDs simply elaborate upon the Milestones ALDs and are used in conjunction with the item specifications to inform the item-writing process. It will be important to check in on this issue again in future technical assistance sessions or TAC meetings, since achievement-level comparability (and, presumably, ALD similarity) is required for innovative assessments under IADA.

The TAC also inquired about how data from each testing event would be used in accountability, noting that in order to be valid, a proficiency calculation must be based on results across the entire test blueprint/standards. The GMAP Partnership shared that students will take every test event in fall, winter, and spring regardless of proficiency level. Test events will be designed to have content constraints that are consistent across time. The TAC suggested that if students know they are proficient based on the winter test, they may not have the same motivation to perform well when they test in the spring. The TAC recommends that NWEA think more about the student-level reporting and how student motivation might be impacted by the through-year design. One possible approach would be to provide districts and teachers with specific diagnostic information on how students are performing on given standards.

## **GMAP Demographics and Achievement Metrics**

### **Description**

NWEA presented a demographic summary of students in the GMAP consortium, along with their corresponding achievement on Georgia Milestones assessments. When compared with the state of Georgia, Hispanic, African American, and economically disadvantaged students are overrepresented in the GMAP consortium. The TAC was asked to provide input on ensuring representation during field testing in accordance with the IADA and to suggest strategies to ensure representation is maintained for the calibration of the through-year scale as the consortium grows during field testing years.

### **TAC Discussion and Recommendations**

NWEA's presentation included a review of the member districts, the number of students tested in each grade and district, a comparison of MAP districts' demographics with those of the state

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and non-MAP districts, and student achievement levels in English/Language Arts (ELA), math, and science.

Since Hispanic, African American, and economically disadvantaged students are overrepresented in GMAP districts (compared to the rest of the state), the TAC was asked to weigh in on two issues: (1) how the consortium should sample students to ensure representation and (2) whether this representation needs to be of the GMAP member districts or of the state. The TAC shared that the intent of IADA is to include demographically diverse districts. The GMAP Consortium can use a representative sample of the member districts but should clarify that, as their district membership grows, they will move closer to the end goal — statewide representativeness. The TAC suggested that if GMAP selects a stratified sample of their districts to be representative of the state, the Partnership could then examine the demographic differences between that sample and the full GMAP Partnership membership. Over time, as the Partnership grows, those differences should narrow.

NWEA followed up with a question about planning for test-taker population change over time: How should the Partnership plan for and then leverage or mitigate major shifts in demographics with the addition of new member districts? The TAC suggested that the approach depends on the confidence NWEA has in the original scale from the first year of field testing. If NWEA is not confident that the scale is stable, then the addition of new districts can be an opportunity to add item response data and improve the scale. The TAC also suggested that NWEA consider recalibrating the scale every year, with the final year producing the final scale. The TAC also emphasized that the stability of the scale would be more severely impacted by interruptions to the school year due to COVID-19 than from shifts in demographics.

## Test Security

### Description

NWEA described their test security practices for the GMAP through-year assessment to the TAC. The presentation discussed test security standards through test design and development to test administration. The presentation detailed test security monitoring and detection processes. The TAC was asked to provide feedback on the procedures and practices that were presented.

### TAC Discussion and Recommendations

NWEA presented on their test security standards and procedures for maintaining security before, during, and after test administrations. NWEA shared that they received *Caveon's Seal of Excellence* after undergoing a test security audit. This certification recognizes strong test security practices and policies. Caveon worked with NWEA to develop a comprehensive test security plan which NWEA shared with the TAC. For the through-year solution planned in

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Georgia, NWEA does not currently foresee the need for deviation away from its standard operating procedures for secure testing.

The TAC requested data that might provide evidence of the effectiveness of the procedures in place on the GMAP through-year assessment. Relevant data might include the number of testing irregularities that are reported, the extent to which test administrators are following the test administration manuals, the findings from incident investigations, and the number of times items have been compromised on a web search.

The TAC affirmed that the procedures in place are quite strong, particularly under normal testing conditions. Given that schools are exploring alternative plans for the 2020–2021 school year (e.g., virtual learning), the TAC recommended that the GMAP Partnership explore how test security may need to be relaxed under abnormal circumstances. At the next TAC meeting, there may be further discussion about what validity or security sacrifices may be necessary in order to record scores and provide feedback to schools.

The TAC offered suggestions on how to communicate test security rules to students, particularly because the assessment has an extended testing window. In many cases, cheating occurs because students do not realize what the rules are and which behaviors (e.g., conversationally sharing answers, discussing passages) are not appropriate. The TAC suggested this problem could be mitigated by having students sign a waiver affirming that they understand the rules.

The TAC also inquired about prior exposure of test items over an extended period of time. NWEA responded that, because there is a large item bank, students should not see the same items over multiple testing events. NWEA also conducts statistical checks on the items to flag irregularities (for example, item parameter estimates drifting over time due to exposure). NWEA is also exploring options for dividing the item pool into “less exposed” and “more exposed” subgroups of items.

## Protecting Student Data Privacy

### Description

NWEA described their data privacy protocols, information security system, and audit and compliance procedures for maintaining the security of student data. The TAC was asked to provide feedback on their proposed procedures.

### TAC Discussion and Recommendations

NWEA shared that their Information Assurance department oversees activities that support privacy, information security, compliance, cybersecurity risk management, and test security.

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The TAC suggested that the GMAP Partnership should plan to conduct risk-management activities along with the Georgia Department of Education (GaDOE) in the future. For example, a review of procedures, and roles and responsibilities should be conducted. NWEA shared that they already have some security and compliance practices in place when they work with an education agency such as GaDOE.

## Maintaining Data Integrity

### Description

NWEA described their procedures for ensuring data quality, along with their standard operating procedures for data management before data is transferred to state reporting systems. The TAC was asked to provide feedback on the proposed procedures and practices to maintain data integrity.

### TAC Discussion and Recommendations

NWEA explained that they have a deep commitment to ensuring quality through each step of their process and guided the TAC through their data classification information, data definition standards, and the dimensions of data quality that they emphasize and track in their work. Additionally, NWEA presented information on their data management process options they typically use with their clients.

The TAC asked for additional information about NWEA's rostering process for schools and districts. NWEA shared that they have many options the GMAP Consortium can use. One option would be a single-file system with the state; alternatively, NWEA can allow local education agencies to upload their data individually. GaDOE shared that for the summative assessment system, they do not get frequent data updates from their districts. GaDOE suggested that for a through-year assessment system, it would be best to work with districts directly to ensure rostering information is up-to-date at the time of test administration. The TAC also reminded NWEA that they have responsibilities on both ends of the rostering system — in getting student data input into the system by districts, and then also reporting that data for the state.

NWEA also discussed the regular statistical key checks that they are currently conducting for their summative assessment clients. NWEA expects that they will need to make some modifications for the Georgia through-year model. The TAC asked how easy it is to look up the statistical specifications of an item as it makes its way through field testing. NWEA shared that they are updating their item management system and anticipate that they will be able to view item parameter estimates and related statistics across time once the through-year item field testing begins.

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The TAC also asked how NWEA's standard demographic categories align with federal requirements. NWEA shared that they will make sure the groups represented in Georgia and that are required for federal reporting will be included in their standard operating procedures.

The TAC recommended that NWEA also consider planning for unexpected changes over time. As the test is scaled up, there might be instances where districts have unexpected increases or decreases in scores. The TAC recommended that the data system be set up in a way that the data needed to investigate these unexpected changes are easy to access. For example, demographic changes in a particular district, individual student performance data over time, and district performance over time might need to be accessed. Additionally, in order to account for possible changes in scores that could be attributed to changes in curriculum and students' opportunity to learn, the GMAP Partnership should consider regularly asking districts if they are implementing any new initiatives, so that there is a starting point for hypotheses.

## Next Steps

### Future TAC Meetings

During the debrief with GaDOE and WestEd, the TAC requested the following information during future TAC meetings:

- Additional details on how results will be presented to stakeholders (e.g., mockups of individual student reports)
- Updates on COVID-19's impact on the Partnership's plans and activities, including how alternative instructional scheduling may impact the data they plan to collect in 2020–2021
- Results of any studies that have been conducted, preferably with summaries that emphasize how the study findings can be used as evidence to support decisions about the through-year assessment program. The TAC assumes these studies will include NWEA's analysis of item-level alignment data.
- Plans for scaling as the consortium membership grows
- More information about the shadow CAT approach and the benefits of implementing it

The TAC also recommended that each consortium discuss the following topics in future TAC meetings:

- Comparability within the assessment system (e.g., across forms and testing occasions in a through-year or otherwise distributed test design)
- Updates on any independent alignment studies that have been conducted
- Reporting

## Appendix D: Athens Banner Herald Article

7/27/2020

Area school systems trying new student assessment tests - News - Athens Banner-Herald - Athens, GA

### OnlineAthens ATHENS BANNER-HERALD

#### Area school systems trying new student assessment tests

By Lee Shearer

Posted Jul 27, 2019 at 9:06 AM

Five years after adopting the Georgia Milestones, the latest in a string of "assessment" achievement tests mandated by the Georgia Legislature, the state is moving toward adopting another one.

The Georgia and U.S. departments of education last week announced that Georgia and North Carolina have joined two other states approved by the federal government to try out new ways to measure student achievement.

Georgia is launching the two pilot projects under the federal Innovation Assessment Demonstration Authority, each involving multiple school systems and each including one school system in the Athens area.

Barrow County is part of a group working to adapt a well-known national test called the MAP (for "Measures of Academic Progress") specifically for Georgia schools. It's called the Georgia Map Assessment Partnership, or GMAP.

The MAP system is owned by a nonprofit called the Northwest Evaluation Association.

Barrow has actually been using the MAP system in reading, math and language arts in first through eighth grades for several years, said Barrow County School District Testing and Data Coordinator Jennie Persinger.

The Clarke County Board of Education also approved purchasing the system last year.

Students can take MAP test several times a year, so teachers can use it to gauge how students are progressing during the year, unlike the Milestones tests. The Milestones are administered at the end of the school year and results aren't

known until months after the end of the school term. Milestones scores for the 2018-19 school year were publicly released this year on Friday, just as the new school year is beginning.

The state paid millions of dollars to an educational corporation to develop and run the Milestones program. Part of the justification was to have a test that could help evaluate teachers as well as students, but its usefulness is limited because results come in weeks or months after schools and teachers sign contracts for the next year.

MAP tests can also be paused. If necessary, a student can leave the computer-based test and resume later.

Students don't answer a predetermined set of questions with the MAP tests. The difficulty questions varies according to how well a student has answered previous questions.

Teachers like it because it gives them useful information about their student's progress during the school year, Persinger said.

"We're very happy with it," she said.

Another neighboring school system, Oglethorpe County, joined a group of school systems that last year asked the state to green light another pilot project called the Putnam County Consortium in conjunction with Navy Education, a company founded by University of Georgia educational psychology professor Laine Bradshaw.

The Navy system is a "classroom-based, diagnostic assessment system for Grades 3-8 and high school mathematics and English language arts," according to Bradshaw's website. "Navy is a through-year, web-based assessment system that provides real-time feedback about students' competencies of state academic standards using novel psychometric methods."

Another approach championed by Cobb County might become a third system to be evaluated, according to the Georgia Department of Education.

<https://www.onlineathens.com/news/20190727/area-school-systems-trying-new-student-assessment-tests>

7/27/2020

Area school systems trying new student assessment tests - News - Athens Banner-Herald - Athens, GA

After adapting the systems to Georgia's specific requirements, state education officials will evaluate the results after the 2023-24 school year, and to determine then whether either should be used statewide.

State schools Superintendent Richard Woods hopes the experiments will eventually lessen the time Georgia students have to spend on high-stakes tests such as the Milestones.

"I will keep pursuing a change in state law to get state testing requirements in line with the federal minimum, along with a more realistic use of test scores for accountability purposes," Woods said in a press release.

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## Appendix E: Main Street News Article

[https://www.mainstreetnews.com/barrow/news/marrying-tests-is-goal-of-school-pilot-projects/article\\_c0a6897d-d7af-52fa-99d4-2b0521f9f917.html](https://www.mainstreetnews.com/barrow/news/marrying-tests-is-goal-of-school-pilot-projects/article_c0a6897d-d7af-52fa-99d4-2b0521f9f917.html)

### 'Marrying' tests is goal of school pilot projects

By Ron Bridgeman ron@mainstreetnews.com  
Dec 31, 2019

"How do we make that work?"

Jennie Persinger, the Barrow County School System's testing and data specialist, says that, or something similar, more times than not when questioned about the "pilot" testing project the school system is involved in with nine other school districts.

Georgia has "pilot" projects underway to reduce the number and maybe importance of standardized tests in its schools. If all goes well, a new test could be ready for the 2021-22 year, Persinger said.

Jackson County also is in the middle of those projects.

The two counties are part of a consortium of 10 districts working with NWEA, a not-for-profit organization that supports students and educators by creating assessment solutions.

The group working on the project meets a couple of times per year "face to face," she said. The group meets several times in a virtual setting.

Persinger takes the lead for the district on the GMAP project.

GMAP is a moniker that combines Georgia and MAP, which stands for Measure of Academic Progress.

Barrow County has been using Map Growth tests for the past several years. It is given three times a year – beginning, middle and end. The tests take 45 to 60 minutes.

Persinger says "marrying" the current MAP test, which is a "formative" assessment, and the Georgia Milestones, which is a "summative" assessment, is complicated.

One of the major factors is the writing portion of the Milestones test – an "open-ended" part of the test that requires more thought and takes longer to grade than the multiple-choice questions from other parts of the test.

Whatever the results of the "pilot" project, Persinger said it will include "some kind of writing component."

GMAP "is not the test that we're giving now," Persinger said. "We can't just cut out Milestones altogether."

"The development of GMAP will allow us to use one assessment for both purposes," superintendent Chris McMichael said by email.

The MAP tests have been given to students three times each year – beginning, middle and end. The tests provide results nearly immediately so programs for students can be altered right away.

Milestones tests do not allow for that. Schools get the results quicker now than in the past, Persinger said, but it still is not soon enough.

Milestones testing is done in the late spring. By the time the results are known, a few days may remain in the school year or school may be over. It is far too late to help students.

That is the most obvious benefit from the MAP testing. Questions are geared to individuals. When it is answered incorrectly, the student gets another question that is a bit less complex.

Teachers prefer the MAP process, Persinger said, because of the more immediate results and the opportunity to adjust an individual student's learning. In addition, the Milestones test is "a once-a-year snapshot of student achievement at the end of the school year," McMichael said.

He said the goals are to "develop and implement an assessment system that reduces testing time, provides teachers data they can use to guide instruction during the school year and challenges students to develop the higher-order thinking skills they need to succeed in college and careers."

Persinger explained that three pilot projects were established by state law and process. One of those ended, she said, when it was "decided that's not what we wanted to do."

The results will be sent to the state Department of Education and that will be forwarded to the federal level.

Persinger said the pilot study will include a language arts and math test in the spring of 2021. All students will take that, she said.

She said the testing should deal with "accountability," which now is done through the Milestones, and the need for data teachers can use in the classroom.

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## Appendix F: Marietta City Schools Email

### Huneke, Michael

**From:** Rivera, Grant  
**Sent:** Monday, July 29, 2019 5:01 AM  
**To:** DL-ADM MCS All Staff  
**Subject:** MCS Innovate Assessment Approved by USDOE/GADOE  
**Attachments:** GMAP Fact Sheet.pdf

Dear MCS Staff,

As you may be aware, two weeks ago we received approval from the USDOE regarding our proposed assessment to replace the Georgia Milestones. If you want to learn more about how we are working to make assessments more valuable for students and families and more relevant for educators, keep reading. If you prefer to focus on the here and now, hit delete and trust we will update you when appropriate in the coming year.

Short version: Michael Huneke (your Director of Assessment) and Belinda Walters-Brazile (your Deputy Superintendent) have been leading a consortium of nine school districts across Georgia to develop an assessment to replace the Georgia Milestones (EOG's and EOC's). The proposed assessment, which has been two years in the making, is modeled after our current MAP assessments and called GMAP (Georgia Measurement of Academic Progress).

Worth noting: Georgia is only the fourth state in the US to receive federal approval. Our application was approved by both the GaDOE and the USDOE, and we've been given the "green light" to further develop a nationally-normed assessment (similar to MAP) that aligns to the Georgia Performance Standards.

In this email I've included additional information you may find helpful:

1. Email below (in italics) from the Dr. Allison Timberlake, Deputy Superintendent for Assessment and Accountability for the GaDOE, summarizing the process and significance of the recent approval. It's a bit dense but, for those who have an interest, it's informative.
2. Two-page overview of GMAP (refer to attachment)

I'm extremely proud of the work our MCS team is leading – Michael and Belinda have established this district as a national leader in the assessment conversation. I appreciate their efforts and have incredible hope this pilot will further maximize instructional time and better help teachers in "assessment for learning" (rather "assessment of learning").

Grant

#### **What is the purpose of Georgia's Innovative Assessment Demonstration Authority (IADA)?**

*In 2018, the Georgia legislature passed Senate Bill 362 which created a state innovative assessment pilot. SB 362 authorized the State Board of Education (SBOE) to approve up to 10 Georgia districts or consortia of districts to develop and implement innovative assessment systems. In August/September 2018, the SBOE held two rounds of applications for participants in the state pilot. In accordance with SB 362, the GaDOE sought federal flexibility to support the state's implementation of the innovative assessment pilot. The method through which we sought that flexibility is the federal IADA.*

*The purpose of this demonstration authority is to provide a five-year period during which the approved assessment consortia can develop, implement, and scale their innovative assessment systems. During the same period, the GaDOE will manage the demonstration authority, collect stakeholder feedback, and oversee an external technical evaluation of the innovative assessment systems.*

1

*At the end of the demonstration authority (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.*

#### **What assessments are being developed and implemented under the IADA?**

*The U.S. Department of Education (ED) approved two consortia to develop and implement their assessment systems under the IADA. The Georgia MAP Assessment Partnership is partnering with NWEA to develop and implement MAP Growth for Georgia. The Putnam Consortium is partnering with Navy Education, LLC to develop and implement Navy. Both assessment systems include a series of formative or interim assessments administered throughout the school year that will roll up into a single, summative score.*

*Neither assessment consortia is developing an alternate assessment based on alternate academic achievement standards for students with the most significant cognitive disabilities. Therefore, students eligible for the GAA 2.0 will continue to participate in the GAA 2.0.*

#### **Can participating districts stop administering Georgia Milestones?**

*Not yet. Each approved consortia 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, ED is requiring that the Putnam Consortium's assessment model produce a measure for the literacy (Lexile) indicator of CCRPI before being implemented.*

*The consortia will have the opportunity to present their comparability evidence to the newly formed innovative assessment technical advisory committee as early as this fall. 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.*

#### **How will the IADA impact accountability?**

*Once a consortia 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.*

#### **Where can I learn more?**

*We have posted everything regarding the IADA, including Georgia's application, addendum, and ED approval letter, on our website at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Assessment-Innovation-and-Flexibility.aspx>.*

Grant Rivera, Ed.D.  
Superintendent  
Marietta City Schools  
250 Howard Street NE

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# IADA Annual Performance Report

## GMAP Innovative Pilot: Adaptive, Through-Year Assessment from NWEA

The Georgia MAP Assessment Partnership (GMAP) is a consortium of Georgia school districts that will pilot an innovative assessment solution from NWEA that simultaneously supports high quality educational decisions and fulfills accountability requirements.

This new solution will employ adaptive, through-year assessments administered in the fall, winter, and spring to yield timely insights on students' command of grade-level standards, instructional needs, and academic growth. The assessments will also culminate in end-of-year summative proficiency scores, eliminating the need to administer the annual summative test.

### GRADES & CONTENT AREAS

Grades 3-8  
English language arts (ELA), mathematics, and science

### Georgia Senate Bill 362

GMAP's pilot of through-year assessment from NWEA was made possible by Georgia Senate Bill 362, which established a pilot program to examine alternate assessment and accountability systems aligned with the Georgia Standards of Excellence. As part of the program, alternate systems must yield results that are comparable to the Georgia Milestones test.

The GMAP consortium was one of three applicants approved by the State Board of Education to participate in the pilot. The Georgia Department of Education submitted the three pilot programs to the US Department of Education to be considered for the Innovative Assessment Demonstration Authority, the federal innovative assessment pilot program.

### MAP Growth & Through-Year Assessment

Currently, many districts in Georgia administer MAP® Growth™ interim assessments in the fall, winter, and spring to measure academic growth and identify student learning needs. MAP Growth adapts above and below grade level to show what each student knows and is ready to learn next. Its content is aligned to state standards. However, unlike state summative tests, it was not designed to measure student performance against grade-level expectations and cannot be used for accountability purposes.

Through-year assessment brings together the best of both worlds. An innovative test engine from NWEA allows the assessments to be configured to reflect a state's summative blueprint, so the tests can measure grade-level performance, while still adapting outside of grade level as needed. The result—maximum test efficiency, multiple opportunities for students to demonstrate proficiency, and better data for teachers.

### MAP GROWTH VS. THROUGH-YEAR ASSESSMENT

MAP Growth	Through-Year Assessment
Administered fall/winter/spring	Administered fall/winter/spring
Norm-referenced	Norm-referenced and criterion-referenced
Non-secure testing experience	Secure testing experience
Content aligned to state standards	Content aligned to state standards
Does not reflect state summative blueprint	Reflects state summative blueprint
Items aligned to the RIT scale	Items aligned to the RIT scale and to state-specific scale for summative proficiency scores
Adapts within, above, and below grade-level	Adapts within, above, and below grade-level
Provides timely insights on students' individual academic growth and learning level	Provides timely insights on students' individual academic growth and learning level
Yields RIT score in the fall/winter/spring	Yields RIT score and grade-level performance data in the fall/winter/spring
Projects student performance level on end-of-year summative test	Culminates in end-of-year proficiency scores
Not designed to pass federal peer review requirements for accountability assessment	Designed to pass federal peer review requirements for accountability assessment
Students must take the traditional, annual summative test	Eliminates the need for the traditional, annual summative test



### Moving from MAP Growth to Through-Year Assessment

As early adopters, GMAP districts have a rare opportunity to influence the development of an innovative solution that stands to change how states across the nation approach assessment.

It takes time and planning to successfully challenge traditional paradigms, so the transition from MAP Growth to through-year assessment will follow a phased approach. This will enable GMAP and NWEA to:

- **Ensure full alignment** to the Georgia Standards of Excellence and reflect the Georgia Milestones blueprint.
- **Engage Georgia educators** to ensure that their voices are heard, maximizing the solution's coherence with the instructional approaches used across the GMAP districts.
- **Pilot the system** to familiarize students and teachers with the experience, practice any new test administration rules and policies, and work out unforeseen challenges.
- **Develop an extended response writing assessment** for inclusion in the solution and explore options for assessment in the high school grades.

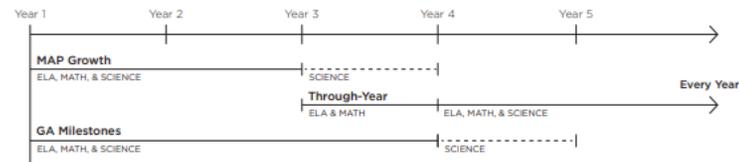
See below for more information on the pathway to through-year assessment. This timeline is subject to change.

### GMAP INNOVATIVE PILOT TIMELINE

<b>YEARS ONE &amp; TWO:</b> Build	<ul style="list-style-type: none"> <li>• Administer MAP Growth and Georgia Milestones for ELA, mathematics, science</li> <li>• Engage in development work for through-year solution</li> </ul>
<b>YEAR THREE:</b> Pilot	<ul style="list-style-type: none"> <li>• Administer through-year assessment &amp; Georgia Milestones for ELA and mathematics</li> <li>• Administer MAP Growth &amp; Georgia Milestones for science</li> <li>• Conduct comparability study (ELA &amp; mathematics)</li> </ul>
<b>YEAR FOUR:</b> Field test	<ul style="list-style-type: none"> <li>• Administer through-year assessment for ELA and mathematics (no Georgia Milestones)*</li> <li>• Administer through-year assessment and Georgia Milestones for science</li> <li>• Conduct comparability study (science)</li> </ul>
<b>YEAR FIVE:</b> Operational test	<ul style="list-style-type: none"> <li>• Administer through-year assessment for ELA, mathematics, and science (no Georgia Milestones)*</li> </ul>

\* Contingent on demonstration of comparability

### GMAP: YEAR BY YEAR



NWEA is a not-for-profit organization that supports students and educators worldwide by providing assessment solutions, insightful reports, professional learning offerings, and research services. Visit [NWEA.org](http://NWEA.org) to find out how NWEA can partner with you to help all kids learn.

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# IADA Annual Performance Report

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## Appendix G: GMAP New District Assurance Forms

- Chattooga County Schools
- Evans County School System
- Georgia Cyber Academy
- Oglethorpe County Schools
- Social Circle City Schools
- Trion City Schools

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

- (1) Continue use of statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 111(b)(2) of the Act –
  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot’s progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the

# IADA Annual Performance Report

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

- (i) In an understandable and uniform format;
  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
- (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b>	
<b>LEA Name:</b>	
Chattooga County	
<b>Signature:</b>	<b>Date:</b>
Jamie Horn	8/28/2020

# IADA Annual Performance Report

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    - (A) The pilot's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
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# IADA Annual Performance Report

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  - (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
  - (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Dr. Marty Waters, Superintendent	
<b>LEA Name:</b> Evans County Schools	
<b>Signature:</b> 	<b>Date:</b> 8/10/20

# IADA Annual Performance Report

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# IADA Annual Performance Report

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- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Angela Lassetter	
<b>LEA Name:</b> Georgia Cyber Academy	
<b>Signature:</b> 	<b>Date:</b> 8/20/2020

# IADA Annual Performance Report

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# IADA Annual Performance Report

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- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

**Authorized Representative (Printed Name):**

*Beverley Levine*

**LEA Name:**

*Oglethorpe County Schools*

**Signature:**

*Beverly Levine*

**Date:**

*8/27/2020*

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

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    - (B) A description of the pilot’s progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
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# IADA Annual Performance Report

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  - (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b>	
<b>LEA Name:</b>	
D. Robbie Hooker, South Circle City Schools Affiliated Partner	
<b>Signature:</b>	<b>Date:</b>
Robbie P. Hooker	8/13/2022

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

- (1) Continue use of statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 111(b)(2) of the Act –
  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot’s progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

- (i) In an understandable and uniform format;
  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
- (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Kelly R Wilson	
<b>LEA Name:</b> Trion City Schools	
<b>Signature:</b> Kelly R Wilson	<b>Date:</b> 8/25/2020

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Putnam Consortium

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<b>Grantee</b>	Click here to enter text.
<b>Contact Name</b>	Click here to enter text.
<b>Contact Email</b>	Click here to enter text.

### INSTRUCTIONS

Section 200.105(a)(d)(3) of the regulations for the Innovative Assessment Demonstration Authority provide that State(s) receiving the authority must report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

- (i) An update on implementation of the innovative assessment demonstration authority, including--
  - (A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
  - (B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
- (ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.
- (iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
- (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

*To meet the requirements for this annual report, please provide information in each of sections that follow.*

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### I: Progress toward Plan and Timeline

Provide a description of the SEA's (or Consortium's) progress towards its plan and timeline in its approved application:

<b>Dates</b>	<b>Activities</b>	<b>Status (completed, in progress, delayed or deferred)</b>	<b>Parties Responsible</b>
August-May	Monthly Putnam Consortium Innovative Assessment Leadership Team meetings via conference call	Completed	Navy Education and Putnam Consortium Executive Team
August - March	Field testing of Navy assessments	Completed Partially*	Navy Education
December 2019, June 2020	Technical Advisory Committee Meetings	Completed	GaDOE, Putnam Consortium Executive Team, Navy Education
August - March	Quarterly Innovative Assessment Summit	Delayed**	Putnam Consortium Executive Team, Navy Education
June-August	Data Review and Standard Setting	Delayed (COVID-19)*	

\*Schools in Georgia closed on March 15, 2020 due to COVID-19. Due to secure assessment, Navy data collection stopped at this date; thus, districts were not able to complete participation for all standards. \*\*Funds not yet secured by districts from Georgia Legislature.

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*If the innovative assessment system is not yet implemented statewide, provide a description of the SEA's progress in scaling up the system to additional LEAs or schools:*

Participation with Navvy began in the 2017-2018 school year with 4 school districts in Georgia. In December 2018 at the time of the IADA application, 7% of school districts (n=12) were utilizing Navvy assessment as part of the Putnam Consortium. Year 1 of the IADA pilot (2019-2020) was Year 4 of implementation of the Navvy assessment system. During this 2019-2020 school year, 8% of school districts (n=15) utilized Navvy as part of the Putnam Consortium.

We expect participation to remain stable and even decrease somewhat in the 2020-2021 school year, due to unprecedented times in our schools and in our nation. Unknowns related to the pandemic have required and continue to require extensive resources from school districts (personnel time, money, effort) to create and be ready to execute multiple contingency plans. Economic impact of the pandemic resulted in budget cuts for school districts; an 11-14% budget cut for school districts was announced in late spring in Georgia. The consortium participation in Navvy is district, not state, funded. The early closure of schools due to the pandemic in mid-March resulted in a delay in the timeline of when districts may be approved to use Navvy in lieu of Milestones (instead of using Navvy *in addition to* Milestones) due to the cancellation of statewide testing in the 2019-2020 school year. Uncertainties related to the new timeline for such approval under IADA, due to the Georgia's recent submission for a waiver for statewide testing in the 2020-2021 school year, are also a concern for districts.

The delay in the timeline will be due to not being able to conduct comparability analyses with 2019-2020 Navvy and Milestones data because we have only partial Navvy data and no Milestones data for the school year. This past school year (2019-2020), we were positioned to collect data needed to complete primary comparability analyses that, once approved, would grant districts the ability under the IADA to use Navvy in lieu of Milestones (with exceptions of data required to check on the maintenance of comparability across the remaining years of IADA). We are again positioned to collect this data and complete comparability analyses for next year (2020-2021), but cancellation of statewide testing may occur again. Such cancellation would further delay the districts' abilities to reap the full benefits of the Navvy assessment system doubling as an accountability system. Districts who desire to use Navvy in lieu of Milestones need to have a full school year\* to implement Navvy as an integrated part of their teaching and learning. This integrated, complete Navvy implementation cannot be fully realized in the presence of additional statewide testing through Milestones, as the process gets cut short as districts utilize school days to prepare and administer Milestones. Thus, districts are willing participate fully in Navvy and administer Milestones to collect needed data that will allow them to move to a place of only doing Navvy assessments, but they are eager to minimize testing as soon as possible.

Though we do not expect participation to grow in the 2020-2021 school year, we do expect to maintain needed sample sizes and demographic diversity in our participating schools to collect data for demonstrating the technical merit and comparability of Navvy to the statewide assessment

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system. Data collection may, however, be impacted by continued disruptions to assessment due to the pandemic. We expect participation to resume increasing as it was before the pandemic, in the 2021-2022 school year.

\*Some districts continue to use Navvy during summer months to inform teaching and learning during summer school. These data are not part of the IADA pilot plan for accountability purpose use.

*Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system*

We started Year 1 as a large pilot (8% of the state districts participate) with sufficient sample sizes and school participation diversity (with respect to past school performance on state accountability metrics, student demographics, and geographical locations) to collect the data needed for demonstrating technical merit and comparability for meeting technical requirements of the IADA pilot. Due to this sufficiency, implementing the system well with our member districts, which has included their continuous input and feedback for improvement, was a priority over further scaling in Year 1. Having this as a priority, though, will help with scaling in Years 2 through 5.

Scaling the system to this point has largely been by word of mouth. Teachers have strong anecdotes of attributing larger-than-usual gains from their students on Milestones from the 2018-2019 school year to implementing the Navvy assessment system (“Navvy”) and being able to direct their instructional efforts based on knowing from Navvy results what each child understood and what they still needed help to understand. These teachers share those stories with their colleagues and school leaders. And school leaders share their successes with Navvy and with each other. Thus, while we will implement new strategies for scaling in Years 2-5, our primary strategy for scaling the system has been, and will continue to be, ensuring it is helpful and meets the needs of member districts. The additional Year 1 efforts we conducted are described below and are followed by our Year 2 plans.

In the spring of Year 1, in addition to word of mouth, Navvy Education invited each school district by email to a virtual “Open House” video conference call that provided an overview of Navvy and the IADA pilot. By email, Navvy Education leaders also shared electronic materials describing Navvy features and goals with district leaders and, upon request, with lawmakers in the state. Once the pandemic occurred, our shift focused to identifying and serving new needs of our member districts. Navvy Education leaders worked closely with district leaders to identify their new needs for the 2020-2021 school year in the context of the pandemic and provide solutions without increasing the cost of Navvy to school districts. These solutions are not directly related to the IADA pilot, but we made changes that were important to make for the ultimate goal of helping support student learning. The excerpt below is from Navvy Education’s newsletter, sharing these needs and corresponding solutions:

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“We have been reaching out to districts to learn about the needs they anticipate having next year as a result of the pandemic. Through these conversations, we have heard 3 main needs, and our Navy team has worked together to provide a solution to each need, without increasing the cost of Navy.

Need #1: If we need to teach remotely/distantly again for parts of next year, our teachers need a quality way to assess student learning in a remote/distant manner during these times.

Navy Provision #1: To date, Navy provides a suite of 'competency checks' that are standards-level assessments that are given under secure conditions. Beginning in the 2020-2021 school year, Navy will offer a new suite of instructional 'practice checks' that are standards-level assessments that students can take from home. Navy Practice Checks will be shorter in length than Navy Competency Checks, and security is not required. Teachers will be able to view the items, and teachers will be able to use the items for instructional purposes. For example, teachers may review the items with a class and use the items as the basis for discussion or instructional activities.

Need #2: At the beginning of the year, our teachers need a way to know if students may have missed some understandings of last year's standards during COVID-19 required remote/distance learning.

Navy Provision #2: Navy will allow teachers to assign the Practice Checks (see description of practice checks in Navy Provision #1 above) for below grade-level standards (in addition to on-grade level standards) to students in their classes and will provide results to teachers and students. For example, a 5th grade math teacher may assign 4th grade Practice Checks to her students, or an 8th grade ELA teacher may assign 7th grade Practice Checks to his students. Teachers can assign these Practice Checks as needed. Results will allow teachers to identify key standards that students need to review or need the teacher's support to learn.

Need #3: If Milestones is again cancelled next year, we need a professional quality measure of what our students learned in the 2020-2021 school year. We need this information to make classroom-, school-, and district-level decisions about curriculum and instruction.

Navy Provision #3: The on-demand Navy model for assessment will allow districts to continue collecting professional quality assessment data. We will provide district-, school-, teacher-, and student-level reports for both Competency Checks (secure Navy assessments) and Practice Checks (non-secure Navy assessments). These reports can be used to inform curriculum and instruction decisions within the 2020-2021 school year, as well as informing plans for the following school year.”

Making these large shifts in Navy shows that Navy Education leaders and our consortium leaders are committed to working together to continually improve the system in order to meet the needs of districts and to make the pilot successful.

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In Year 2 and on, we will continue listening to needs and continue improving Navvy. We will also supplement our scaling method of word-of-mouth-sharing-of-success-stories with additional efforts that largely center around communication strategies. In Year 2, Navvy Education leaders will aim to extend a phone call to a leader or leaders in every district and talk with them about the current assessment strategies they employ and the needs they have. We will share with them how Navvy may be able to support these needs. We will ensure that leaders in each district in the state have had an opportunity to learn accurate information about the pilot, to feel personally invited to participate, and to be provided with answers to questions they have that are specific to the needs of their districts. Additionally, in Year 2, we will (a) seek to share more information about Navvy through public-friendly white papers and electronic materials and (b) seek to include more stakeholders in conversations about Navvy to gain important feedback for improvement, as well as to spread word of how Navvy works and how participating in the Putnam Consortium works.

## **II: Student Performance**

Attach a report on the performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. Please be sure to include the subject area, the grade level(s), the number of students participating, the number of enrolled students, and % of students at each level of achievement for each school and LEA participating in the innovative assessment pilot.

Due to COVID-19, students were not able to complete participation. Participation was prematurely ended due to school closures. Districts participated until mid-March, completing assessments for some but not all standards. Participation varied by district, according to the district's curriculum sequencing and pacing guide, as districts have full autonomy and flexibility over when to administer assessments within the Navvy assessment system.

## **III: School Demographic Information**

**III.A.** If the innovative assessment system is not yet implemented statewide, attach school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs

See Attachment titled "IADA Year 1 School Demographic Information.xlsx"

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**III.B.** For any schools or LEAs that will participate for the first time in the following year, *and a description of how the participation of any additional schools or LEAs in that year contributed to progress* toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).

See Attachment titled “Additional Year 2 School Demographic Information.xlsx”

## IV: Consultation and Feedback

Describe feedback obtained during the reporting year from teachers, principals and other school leaders, and other stakeholders consulted, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system

<b>Requirement</b>	<b>Description of Consultation (be sure to describe the consultation with each of the listed entities in the left-hand column).</b>	<b>Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).</b>
<p><b>Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</b></p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p> <p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p>	<p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners</p> <p>Navvy Education and the 15 LEAs implementing Navvy have consulted with a variety of experts and stakeholders in the state in the implementation of the innovative Navvy assessment system as a system that (a) is integrated with teaching and learning and available on-demand during the whole school year and (b) meets technical requirements to serve as an accountability system.</p>	<p>During Year 1, Navvy conducted 14 interviews with teachers across multiple grade levels to gain feedback on the Navvy assessment system and to learn how the system was being utilized to support teaching and learning. We share some of the feedback here and organize it around three themes:</p> <p style="text-align: center;"><b>Theme 1: Healthy Cognitive Development</b></p> <p><b>Motivating Student Learning by Recognizing Successes</b> “When students [show competency in Navvy on a standard], they are like, ‘Yes, I can do that!’ Then they’ve told me, ‘I was able to pass that Navvy today. I know how to solve a linear equation, or I know how to graph this now.’ I think it boosts their confidence and gives them the</p>

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<p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>Navvy Education, a Georgia-based educational assessment company, was founded by Dr. Laine Bradshaw to meet the needs of local school districts to have access to a locally-implemented diagnostic assessment system that also meets technical requirements of validity and reliability. Dr. Bradshaw is a professor at the University of Georgia and a leading expert in diagnostic psychometrics and assessment. The Navvy assessment system is grounded in her peer-reviewed research which has demonstrated the successful design of similar assessments.</p> <p>Navvy Education consulted with a network of educators across the state of Georgia to develop Navvy. This team of Georgia educators was comprised of master classroom teachers and of experts who have served in roles such as curriculum administrators in the State Department of Education, curriculum and content specialists at Regional Educational Service Agencies (RESAs), and presidents of teacher organizations in Georgia.</p> <p>As the developer of the assessments and an on-going partner with local LEAs, Navvy Education worked closely with LEAs and provided training, professional development, and support to successfully use and implement the system during Year 1 of the pilot.</p>	<p>opportunity to feel successful. Giving them that small little, ‘I’m successful in that’ just boosts their confidence and to me it makes them work harder.” –9<sup>th</sup> Grade math teacher</p> <p><b>Building Student Ownership of Learning</b> “I believe Navvy has impacted my students on their awareness of what they are learning. I think it has helped them have more self-awareness of what they are learning and what they are being tested on...and more aware of their progress.”</p> <p>“The students like the program and they love that they can self-assess and that they can see right when they are finished if they have mastered the standard or not. They love being able to pull out their portfolio and say if they have mastered a standard or not.” -3<sup>rd</sup> grade mathematics teacher</p> <p><b>Healthy Student Mindset to Persevere with Challenging Assessments Aligned to Standards</b></p> <p>“Our student had various reactions to Navvy assessments. In the beginning they were like ‘Oh man this is hard’. They didn’t really elaborate. It was just Navvy questions were not the normal type questions they see on assessments. But then as they got used to it and figured out what was expected and knew they had three chances, they got bought in. The way we sold it as administration and faculty shared with kids, ‘Look you may not get it the first time, but you can try a</p>
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	<p>Navy Education is also guiding the evaluation of the technical properties of the assessments and producing documentation required for the pilot, such as this annual report. For this work, Navy Education’s psychometric team includes a second expert in diagnostic assessment design and analysis with Dr. Matthew Madison, professor at the University of Georgia.</p> <p>In Years 2-4, as outlined in the IADA application, the Putnam Consortium will pursue plans to partner with (a) the Institute for Performance Improvement (the “Institute”) to provide professional development to support implementation of the innovative assessment system and (b) The National Center for the Improvement of Educational Assessment to provide technical assistance for standard-setting practices to establish annual summative determinations for the innovative assessment system, provide consultation on evaluating the comparability among the innovative assessment system and the statewide assessment system, and connect Putnam Consortium with nationally-recognized experts as needed for additional input, review, and evaluation to support continuous improvement.</p>	<p>second time. Or keeping working and try a third time.’ Then they started to buy in. And then the fact that it was more rigorous didn’t scare them as badly once they realized they had more chances.” – Elementary Principal</p> <p style="text-align: center;"><b>Theme 2: Positive, Healthy School Environments Supported by Assessment for Learning</b></p> <p><b>Teachers Appreciative of Navy Flexibility</b> “I think it is absolutely fabulous that I can choose when students get to take the Navy. It just gives me flexibility in the classroom and gives students flexibility. It also gives me a chance to give them some remediation for those students who need the remediation... and allow them to try again.” – 10<sup>th</sup> grade math teacher</p> <p><b>Teachers Appreciative of Useful Tool</b> “The teachers came to me and said, ‘You just gave us this great tool that helped me understand where my students were in their understanding of the standards I am teaching them.’ –District Mathematics Curriculum Coordinator</p> <p><b>Positive Interactions with Parents</b> “Our parents loved that fact that our kids had three chances, not just one, to master the standard. It also let them know specifically where they need to work at home, to know exactly what standard they needed</p>
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	<p>These partnerships are in the budget for the Putnam Consortium, but that budget has not yet been approved by the Georgia legislative bodies. The Putnam Consortium will pursue securing this budget for these activities in the upcoming legislative session.</p> <p><i>(2) Affected stakeholders in the State, or in each State in the consortium, including--</i></p> <p>This initiative relies on collaboration among the participating districts and various stakeholder groups. This effort has been a grassroots effort, with district-level leaders leading the implementation of the innovative assessment system and continually providing feedback and input into the design of the system. We briefly highlight below the involvement and participation of these important stakeholders named in the application.</p> <p><i>i. Students and parents, including parents of children described in paragraph (a)(2)(i) of this section:</i></p> <p>During Year 1 of the pilot, and in the 2 years of Navvy implementation prior to Year 1 of the pilot, school district leaders regularly engaged with and solicited feedback from the various constituencies represented in their school districts including</p>	<p>to work on. They could see not just that their child was having problems in 4<sup>th</sup> grade fractions, but where in 4<sup>th</sup> grade fractions they were having problems, were they having problems comparing fractions, or simplifying or making those fractions equivalent. So, it truly allowed parents to know where the learning gap was so they could use that to inform where they could help at home.” – Elementary Principal</p> <p><b>Building Confidence in Typically Lower Performing Students by Recognizing Successes</b>          “The students who feel like they are not good at Mathematics, when they are passing the Navvy, they get excited. They are saying Wow. Maybe for the first time in their life they are passing some assessment on a specific standard. And they get excited about it; maybe for the first time in their math career. Which is a good thing. And it’s not that Navvy is an easy assessment. It is pretty rigorous. So, it is a great confidence builder for students.” –9<sup>th</sup> Grade mathematics teacher</p> <p><b>Boosting Student Self Esteem with Multiple Opportunities to Learn and Show What You Know</b>          “I think it is great that they get to take it more than one time. With most standardized tests it is one and done and there is not a sense of accomplishment for a lot of kids that way. But if they can go back and do it again and correct the mistakes they made before, it really boosts their self-esteem.” 10<sup>th</sup> grade math teacher</p>
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	<p>parents and guardians of students with disabilities and those who are English learners (EL). Teachers who work directly with children described in paragraph (a)(2)(i) and communicate directly with parents of these children were integral to the development of the Navvy assessment system and the accountability framework that focuses on what students understand, allows students to move at their own paces, and provides students with more than one opportunity to succeed. These features of the assessment and accountability system were especially shaped by educators who feel that this population of students in our schools is better able to show what they know and gain the support they need with Navvy than with the current statewide assessment system. Special education and EL teachers will continue to have key input in the review and implementation of the innovative system for assessment and accountability.</p> <p>In the Navvy assessment system, teachers have their own dashboards which include a feature to directly report feedback and suggestions to Navvy Education. This feedback includes input they have collected from parents and students. Navvy regularly implements feedback from teachers.</p> <p>During Year 2 of the pilot, the Putnam Consortium will continue individual district efforts to get input and feedback from students and parents and will</p>	<p><b>Reducing Student Test Anxiety</b> “One thing I find helpful about Navvy is they can try three times. Especially for some of my lower students we can work on it and not feel so pressured. Like at the end with standardized tests, they get one shot and that’s it. With Navvy they get those three chances and I think it takes the pressure off of some of them. And I like knowing throughout the year what standards we need to focus more time on instead of having to wait until the end of the year.” –3<sup>rd</sup> Grade Teacher</p> <p style="text-align: center;"><b>Theme 3: Benefits for Schools</b></p> <p><b>Improved Student Achievement</b> “I used Navvy consistently throughout the year. I used the results to guide my instruction in terms of Tier 2 groups to give me the information I needed about what standards they knew...I really bought into Navvy and used it a lot in my classroom. To give me feedback about if my students were truly mastering the standards. In the end, my students were very successful on Milestones. I feel like because of Navvy I saw the results on Milestones that I did. In the end, my students had the highest scores in Northwest Georgia [on Milestones]. And I feel like it was because I was constantly looking at those standards and making sure my students</p>
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	<p>also begin to coordinate and document their efforts. This coordination will be facilitated during Navy Team (four Navy Teams: Navy Leadership Team, Navy Action Team, Navy Math Team, Navy ELA Team) meetings, described in (ii) and (iii). In Year 2, we have 2 specific goals:</p> <ul style="list-style-type: none"> <li>• The local LEAs will continue to work with advocacy organizations such as local PTAs and will also document input and feedback from parents involved in these organizations.</li> <li>• Navy Education and the local LEAs will work with parents Navy Teams. These team will include at least 2 representatives of parents who may be involved with or recommended by state level programs (such as the Georgia Parent Mentor Partnership) and/or through state-level organizations (such as the Superintendent’s Parent Advisory Council). Navy Teams will meet as needed throughout the year, and feedback and input will be documented.</li> </ul> <p><i>ii. Teachers, principals, and other school leaders:</i></p> <p>Teachers and school leaders were actively involved in development and implementation of</p>	<p>had mastered the standards in Navy.” –3<sup>rd</sup> grade math teacher</p> <p><b>Navy Guiding Personalized Learning</b> “The difference with Navy is to be able to know exactly what standard is it that my student is struggling on. And that’s going to allow me the opportunity to differentiate for that kid based on what they know and don’t know”</p> <p>“Navy has really been a gamechanger for us. We were able to take our Navy data and students who did not master at that first attempt and know where we should remediate them. Getting the information based on depth of knowledge was critical.” –District Mathematics Curriculum Coordinator</p> <p><b>Informing Classroom Instruction and Helping Students Learn</b> “I absolutely feel that Navy helped support our student learning. It helped us isolate student needs much more time efficiently and effectively than we were able to do previously. It helped design some of our flexible groupings, so that students could get what they need out of instruction on a daily basis.” – District-level Academic Coach</p> <p><b>Benefit of Navy Data</b> “We get a lot of data on our students. We just don’t get it at the right time or when we can act on it. So the possibilities of</p>
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	<p>Navvy and the accountability framework utilizing Navvy. The initiative was begun from the ground-level to provide a solution for needs that teachers, principals, and school leaders expressed to district-level leadership: teachers needed an effective formative assessment process that could depend on an effective formative assessment system that focused on reliably describing what students do and do not understand at the standards-level. The development of Navvy has been and will continue to be an on-going collaboration among teachers, school leaders, and district leaders to provide this solution.</p> <p>The Navvy Leadership Team met every 4-7 weeks in Year 1 to share updates, to review plans, and to discuss decisions about the implementation of the Navvy assessment system for both instructionally-relevant feedback and for accountability. The meetings were led by Dr. Laine Bradshaw of Navvy Education and attended by school districts' leaders and stakeholders. Each school district was invited to include their district leaders on the team. Leaders who attended included superintendents, assistant superintendents, curriculum directors, assessment directors, special education directors, and federal programs directors. Each district also has an internal process to facilitate a two-way line of communication between the Navvy Leadership Team and school leaders, to ensure school</p>	<p>having real actionable data that my teachers could work on almost immediately in the classroom is something we've never had before. I don't know any other assessment out there that gives you this type of [standards-level] data." –District Assistant Superintendent</p>
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	<p>principals' voices are being represented by the leadership team at monthly meetings and to ensure progress and next steps are being shared with principals. Similarly, schools have internal processes to ensure two-way communication between school leaders and teachers. Teachers and school leaders also communicated directly with Navy Education through the Navy assessment platform to provide suggestions for improvement or to give any type of useful feedback.</p> <p>In addition to providing feedback on the system, Georgia educators have been integral in the development of the innovative system; classroom experience and teacher expertise and insights were critical to the development process. The Navy item writing teams are comprised of Georgia classroom teachers and former teachers who are still serving active roles in schools (e.g., providing professional development or consultation for schools). Georgia educators also served on content validity review teams for items. These 30-40 Georgia educators represent different districts across the state and were peer-recommended to be on the Navy development teams based on their expertise in content and pedagogy and their knowledge of the Georgia Standards of Excellence.</p>	
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	<p>Navvy Education has also worked to give stakeholders access to the procedures and concepts underlying the assessment design, so they may, in turn, contribute to the design through their own perspectives, experiences, and insights. For all districts currently using Navvy assessments, Navvy Education provided a half-day, in-person training for all district leaders, school leaders, and a sample of teachers. This training included looking ‘under the hood’ to show leaders how the philosophy behind Navvy and the assumptions in Navvy’s data science are substantially different from other assessment systems. It also included explaining how Navvy fits into a larger theory of action to support instruction, increase student agency, and improve student learning. An explicit goal of this training is to introduce assessment and psychometric concepts using language all educators can understand to invite them into the conversation of assessment design and purposes. Giving everyone from teachers to superintendents an introduction to diagnostic measurement techniques has been a priority for Navvy Education and something we feel has contributed to the success of our grassroots movement.</p> <p>During Year 1, Navvy conducted 14 interviews with teachers across multiple grade levels to gain</p>	
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	<p>feedback on the Navy assessment system and to learn how the system was being utilized to support teaching and learning. Themes and highlights from interviews are described in the feedback column of this section.</p> <p>Another opportunity that teachers and school leaders have for feedback is through follow-up trainings provided by Navy Education. In Year 1, Navy Education was able to say “yes” to all requests from school districts to come back and provide in-person training for additional personnel or for more in-depth professional learning on implementing the assessment system. During these trainings, teachers and school leaders had opportunities to provide insights and input for improving the Navy assessment system and its use for (a) supporting teaching and learning and (b) for fulfilling accountability needs.</p> <p>In addition to participating LEAs, Navy Education held three virtual informational meetings and invited personnel from any LEA who is interested in learning more about the Navy assessment system and joining the consortium. At these meetings, Navy Education welcomed participants to provide input on the design of the assessments and welcomed discussions about ways to increase the effectiveness and usefulness of the system.</p>	
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	<p><b>Next year</b></p> <p>During Year 2 of the pilot, the Navy Education and Consortium leaders will continue facilitating channels of open communication with teachers and principals to ensure they have the opportunity to give input and feedback and will also begin to document these efforts.</p> <p>During Year 2 of the pilot, the Navy Leadership team will continue to meet monthly or as needed. This team, however, has been divided into smaller teams for the upcoming year. We learned in Year 1 that our district teams needed to be reorganized to focus meetings and discussions more narrowly on topics closely related to participants' areas of interest and expertise. For next year, we have created 4 teams: the Navy Leadership Team, Navy Math Team, Navy English Language Arts Team, and Navy Action Team.</p> <p>Each district was invited to have the following representatives on these teams:</p> <ul style="list-style-type: none"><li>• Superintendent, assistant superintendent(s), up to 3 principals for the Navy Leadership Team</li><li>• 3 educators (possibly 3 teachers, or 2 teachers and 1 curriculum director) for the Navy Math Team</li></ul>	
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	<ul style="list-style-type: none"><li>• 3 educators (possibly 3 teachers, or 2 teachers and 1 curriculum director) for the Navy ELA Team</li><li>• 2 leaders in curriculum and/or assessment for the Navy Action Team</li></ul> <p>The Navy Leadership team will continue to meet monthly via virtual video conference calls. These meetings will focus on policy discussions, communication and scaling strategies, implementation supports and strategies, and accountability designs. In addition to these calls, Navy Education will schedule video conference calls as needed with the Math, English, and Action teams to have conversations specific to each team's focus. The Navy Math and English teams will have conversations related to topics such as standards, assessment and item designs, and instructional supports aligned with standards. The Navy Action Team will have curriculum and assessment conversations related to strategies for implementation, including how to effectively use Navy and act upon Navy results to help support teaching and learning. On these collaborative calls, Navy Education leaders will share new updates and insights, and district team members will be invited to give input into Navy's design and practices and to share feedback with Navy leaders from their district's perspectives and experiences.</p> <p><i>iii. Local educational agencies (LEAs):</i></p>	
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	<p>As noted above, this initiative originated from LEAs and is an on-going collaboration among participating LEAs. LEAs have partnered with Navvy Education to lead the development and implementation of Navvy. Superintendent Eric Arena of Putnam County leads the consortium of participating LEAs and facilitates shared decision making among participating LEAs for accountability decisions, and the Navvy District Leadership Team will continue to provide input on key decision as described in (ii).</p> <p><i>iv. Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act:</i></p> <p>In Year 1 of the pilot, and in the two years of Navvy implementation prior, the Navvy assessment design and the accompanying accountability framework based on Navvy assessments was created with input from teachers who have experience working with students with disabilities and English language learners.</p> <p><b>Next year</b></p> <p>During Year 2 of the pilot, Navvy Education and the local LEAs will collaborate with advocacy groups by inviting representatives to join the</p>	
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	<p>Navy Teams. These teams will meet as described above, and feedback and input will be documented.</p> <p>We will seek to add members to the Navy Teams to include representatives from 1 or more advocacy groups from each subgroup described to ensure all students are being served within the new assessment model. We will seek to invite representatives from advocacy groups the GaDOE has working relationships with, such as Southern Education Foundation and 100 Black Men of Atlanta, and from state organizations such as the Special Education State Advisory Council.</p> <p><i>v. Representatives of Indian tribes located in the State:</i></p> <p>Georgia does not have specific tribal governance authorities with whom school districts could consult on education issues.</p> <p><i>vi. Civil rights organizations:</i></p> <p>As part of the implementation and on-going evaluation and improvement of the innovative assessment system, we will seek to add members to the Navy Teams to include include representatives from 1 or more civil rights organizations that the GaDOE has established a</p>	
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	working relationship with; such as 100 Black Men of Atlanta, WonderRoot, Urban League of Greater Atlanta, ACLU Georgia, and the Georgia State Conference NAACP; and from 1 or more local chapters of the NAACP.	
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## V: Requirements for the Innovative Assessment System

Please provide a brief report on the required elements of the Innovative Assessment System. This brief report is intended to update the State’s demonstration that the innovative assessment system does or will meet the requirements of section 1111(b)(2)(B).

Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p><b><u>Innovative assessment system.</u> A demonstration that the innovative assessment system does or will--</b></p>		
<p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and</p> <p>(ii) May measure a student’s academic proficiency and growth using items above or below the student’s grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student’s academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p>	<p>The Navvy assessment system is an on-demand, diagnostic, standards-level assessment system that is embedded in regular classroom practices and designed to reliably and validly make a competency diagnosis for each of the State’s challenging academic standards. The Navvy assessment system uses a short, web-based assessment for each standard that is scored immediately to provide real-time, instructionally-relevant feedback to users.</p> <p>Unique to Navvy—and the heart of the innovative aspects of the system—is the design for inferences to be valid and reliable at the small, and therefore actionable, grain size of individual standards (e.g., “Maria has demonstrated competence of the standard MGSE.6.EE.4”). This small grain size is in</p>	

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year</b>	<b>Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)</b>
	<p>contrast to the overall or domain scores typically produced by traditional assessment systems, either measured once at the end of the year (summative forms of statewide assessment) or measured a few times throughout the year (interim forms of statewide assessment).</p> <p>In Year 1, Navy assessments for all standards were piloted (field tested) by districts in the consortia for grades 3-8 in both ELA and math, and for high school Algebra*, Geometry*, Ninth Grade Literature &amp; Composition, and American Literature &amp; Composition, with the exception of the Writing and Language standards in ELA. These essay-based assessments measuring Writing and Language standards were scheduled for April and May and were cancelled due to the pandemic.</p> <p>*For high school mathematics assessments, some standards are measured in conjunction with one another, instead of all standards being measured separately.</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;</p>	<p>The assessment and psychometric design of the Navvy assessment system was purposefully created to provide targeted evidence to support inferences about student understandings on a standard-by-standard basis, to monitor which standards students have learned and which ones require remediation. In this way, Navvy is designed to validly and reliably diagnose and report student understandings at the standards level.</p>	
<p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in <b>one of the following ways:</b></p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at</p>	<p>Due to COVID, students were able only to partially participate in the innovative Navvy assessment system. Districts participated until March, completing assessments for some but not all standards. Participation varied, according to the district’s curriculum sequencing and pacing guide, as districts have full autonomy and flexibility over when to administer assessments within the Navvy assessment system.</p> <p>Due to COVID, statewide assessment was cancelled.</p> <p>Due to non-complete Navvy participation and no statewide assessment participation, annual summative determinations were not</p>	<p>Delays are due to the pandemic. Partial data collected this year will be used for data review, where sample sizes are sufficient. Complete data collection will, as a result of the pandemic, be pushed back a year.</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year</b>	<b>Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)</b>
<p>least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have</p>	<p>generated and comparability was not examined.</p>	

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year</b>	<b>Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)</b>
<p>been previously pilot tested or field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p> <p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p>		
<p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners;</p> <p>(ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and</p>	<p>The Putnam Consortium provides for the participation of all students in the Navy innovative assessment system in three main ways: (1) the Navy assessment system is accessible for students with disabilities and English learners and (2) the Navy</p>	<p>The Putnam Consortium budgeted for state-level financial support for Braille forms; funding not yet acquired but will be requested again in the upcoming year. Districts are currently supporting</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year</b>	<b>Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)</b>
<p>(iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<p>assessment system and assessment delivery platform provides appropriate accommodations as specified in a student’s Individualized Education Plan, and (3) Navvy is inseparable from regular curriculum and instruction so all students will participate as a result of the regular teaching and learning cycle.</p> <p><b><u>Accessibility for SWDs and ELs.</u></b> First, Navvy innovative assessments are designed to be accessible for students with disabilities and English learners because the Navvy design incorporates the principles of Universal Design for Learning (UDL). This meets with requirements specified in section 1111(b)(2)(B)(xiii). Teachers on Navvy item authoring and review teams are trained by Navvy Education to consider UDL in the development of items to proactively design accessible assessments for the widest range of student needs possible, and Navvy Education then provides a review of each item with respect</p>	<p>creation of Braille forms for students.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>to UDL features to provide additional UDL evidence.</p> <p><b><u>Technology-enabled Accessibility Features.</u></b> The Navy assessments have the following Accessibility options: Adjust font size, adjust color scheme (e.g., Yellow on navy, White on black, Black on violet), and adjust zoom. Navy assessments can be used with regular or braille keyboards and a touch screen or a mouse. Navy assessments use an accessible color palette that meets the minimum color contrast ratio of 4.5:1 for the vision impaired. Navy also provides an export of assessments as required for the district then printing the assessment in Braille. Navy provides a highlighter tool, an answer eliminator tool, and an embedded notepad for all items.</p> <p><b><u>Provides Appropriate Accommodations.</u></b> The Navy system also provides for the participation of all students in innovative assessments because instructional and assessment accommodations are available for students with disabilities. Navy</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<p>assessments support free screen readers (e.g., Google Read and Write) for read aloud accommodations. Additionally, on the Navvy assessments, districts are allowed to provide additional accommodations that are not dependent upon the Navvy technology but are detailed in the state’s accommodations manual. For example, districts may provide seating accommodations (e.g., administer the assessments individually to students or in small groups or using adaptive furniture), presentation accommodations (print assessments in Braille, sign assessments and materials, or read assessment aloud), response accommodations (e.g., Braille keyboard, students point to answers), and scheduling accommodations (e.g., frequent breaks, extended time, optimal time of day for testing).</p>	
<p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of</p>	<p>Due to COVID, students were not able to complete participation in the innovative Navvy assessment system.</p> <p>As with Georgia’s current state-level testing, participating districts in the</p>	<p>Delays are due to the pandemic. Partial data will be used for data review, where sample sizes are sufficient. Complete data collection will, as a result of the pandemic, be pushed back a year.</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year</b>	<b>Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)</b>
<p>students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p>	<p>Innovative Pilot will provide the assurance that 95% of students will participate in the pilot assessments.</p> <p>To assist in ensuring that the 95% participation is met, Navy provides a dashboard at the school- and district-levels that summarize the percentage of students who have been administered which assessments. This dashboard provides administrators a mechanism to track participation throughout the year to ensure target participation is met.</p>	
<p>7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--</p> <p>(i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p> <p>(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;</p>	<p>Due to COVID, students were not able to complete participation in the innovative Navy assessment system. As a result, annual summative determinations were not generated.</p>	<p>Delays are due to the pandemic. Complete data collection will, as a result of the pandemic, be pushed back a year.</p>
<p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the</p>	<p>Due to COVID, students were not able to complete participation in the innovative Navy assessment system. As a result,</p>	<p>Delays are due to the pandemic. Complete data collection will, as a</p>

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year</b>	<b>Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)</b>
Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);	annual summative determinations were not generated.	result of the pandemic, be pushed back a year.
(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for-- (i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and (ii) Reporting on State and LEA report cards under section 1111(h) of the Act.	Due to COVID, students were not able to complete participation in the innovative Navy assessment system.	Delays are due to the pandemic. Complete data collection will, as a result of the pandemic, be pushed back a year.

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## **VI: Changes in Consortium Governance or Membership (if applicable).**

Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year, or any changes anticipated in the future.

No changes were made in Year 1; no changes are planned for Year 2.
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## **VII: Parental Notification**

Describe how the SEA or Consortium is ensuring that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, **at the beginning of each school year** during which an innovative assessment will be implemented. Such information must be--

- (i) In an understandable and uniform format;
- (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
- (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent.

In Year 1, school districts utilized Navvy for instructional purposes and for purposes of collecting comparability data for the IADA pilot. No school district was authorized to use the Navvy assessment system for accountability purposes. Each school district leadership team communicated to parents and guardians of their students about their district's use the Navvy assessment system. Through monthly meetings, Navvy Education and consortium leaders provided information as needed to facilitate district leaders' communication to stakeholders in their district including parents.

## **VIII: Assurances**

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.

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## **IX: Budget**

Please describe any changes to the budget that vary from the approved application budget.

No changes have been made in the planned budget. No items specific to the Navy/Putnam Consortium budget were funded by the state in Year 1. Funds according to the original planned budget will be requested in the next legislative session.

## **X: Certification**

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative:

Title:

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Signature:

Date (*month/day/year*):

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# IADA Annual Performance Report

## Appendix H: IADA Year 1 School Demographic Information

System Name	School Name	Enrollment	Race/ Ethnicity (%)						Economically Disadvantaged	SWD	ELL	School Grade	CCPRI		
			Asian / Pacific Islander	American Indian/ Alaskan	Black	Hispanic	Multi-racial	White					2017	2018	2019
Ben Hill County	Ben Hill Elementary School	722	1	0	44	10	4	41	52.5	10	8	D	61.9	48.5	68.4
Ben Hill County	Ben Hill Middle School	728	0	0	46	14	3	37	45.9000	13	5	F	64.3	67.7	59.1
Ben Hill County	Fitzgerald High School	824	1	0	41	13	2	43	34.2999	14	2	D	65.2	59.8	62.5
Ben Hill County	College and Career Academy	824	1	0	41	13	2	43	34.2999	14	2	D	65.2	59.8	62.5
Calhoun City	Calhoun Elementary School	1714	2	0	6	37	4	51	33.5	10	25	C	75.5	82.4	79.3
Calhoun City	Calhoun High School	1174	3	1	6	36	3	52	19.1	9	7	D	76.8	74.7	68.5
Calhoun City	Calhoun Middle School	1004	2	0	5	39	3	50	28	10	19	D	63.4	68.4	66
Candler County	Metter Elementary School	990	1	0	27	21	4	46	52	15	4	D	63.7	72.8	64.6
Chattooga County	Chattooga High School	726	0	0	8	5	5	82	42.7999	18	1	C	70.2	71.3	78.8
Chattooga County	Lyerly Elementary School	351	0	0	3	3	5	89	38.7000	13	1	B	64.7	71.3	80.3
Chattooga County	Menlo Elementary School	326	1	0	0	1	3	95	31.9	12	0	D	81.6	83	67.6
Cook County	Cook Elementary School	730	1	0	35	12	3	50	50.7999	13	8	D	58.8	62	69.7
Cook County	Cook Middle School	724	2	0	35	9	3	52	47.7000	14	5	C	74.5	71.2	79.8

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Dougherty County	Albany Middle School	982	0	0	94	2	1	3	73.5	13	1	D	67.2	53.4	61
Dougherty County	Alice Coachman Elementary School	472	0	0	94	1	1	4	83.5	10	1	F	50.7	47.5	57.7
Dougherty County	Comprehensive High School	1139	0	2	91	4	1	3	56.0999 98	11	2	D	60.9	71.5	62.2
Dougherty County	International Studies Elementary Charter School	400	1	0	69	21	2	7	47.2999 99	8	17	C	76.1	82.6	73.7
Dougherty County	Lake Park Elementary School	518	2	1	49	2	5	41	27.2000 01	9	4	C	74.3	88.8	76.2
Dougherty County	Lamar Reese Magnet School of the Arts	485	0	0	99	0	1	0	68.1999 97	5	0	D	65.5	73.5	66
Dougherty County	Lincoln Elementary Magnet School	587	0	0	96	1	1	2	47.4000 02	1	1	C	72.9	83.2	78.6
Dougherty County	Live Oak Elementary School	662	0	0	90	2	4	4	60.9000 02	10	2	D	50.1	67.2	67.8
Dougherty County	Martin Luther King, Jr. Elementary School	484	0	0	96	0	1	2	84.0999 98	14	0	F	56.5	51	45.9
Dougherty County	Merry Acres Middle School	685	0	0	93	1	2	4	53	18	1	D	62.8	66	64.6
Dougherty County	Monroe Comprehensive High School	1089	0	0	97	1	1	1	57.4000 02	11	1	D	72.2	62.2	64.8
Dougherty County	Morningside Elementary School	428	0	0	92	3	1	4	91.4000 02	9	3	D	55.6	65	62.9
Dougherty County	Northside Elementary School	346	0	0	89	1	4	6	83.8000 03	19	0	D	53.2	58.8	63.8
Dougherty County	Radium Springs Elementary School	541	0	0	81	8	3	9	75	13	5	C	65.6	67.9	70.6
Dougherty County	Radium Springs Middle Magnet School of the Arts	816	1	0	92	4	1	2	75	15	4	F	52.9	49.2	48.9
Dougherty County	Robert A. Cross Middle Magnet School	673	1	0	85	4	2	7	37.2999 99	1	3	A	101. 5	84.2	94.5

## IADA Annual Performance Report

Dougherty County	Robert H Harvey Elementary School	581	0	0	98	1	1	1	84.300003	9	0	F	54.9	62.2	50.2
Dougherty County	Sherwood Acres Elementary School	628	1	0	84	6	1	7	59.599998	8	5	C	61.2	68.8	75.5
Dougherty County	Turner Elementary School	477	0	0	90	5	1	4	83.599998	14	4	D	52.2	70	64.2
Dougherty County	West Town Elementary School	431	0	0	98	0	1	0	79.400002	14	0	D	63.8	72.2	67.8
Dougherty County	Westover Comprehensive High School	1357	1	0	87	1	2	8	34.5	7	1	C	69.9	68.3	75.3
Echols County	Echols County Elementary/Middle School	598	0	1	3	49	1	45	56	7	31	B	74.1	77.1	81.3
Echols County	Echols County High School	211	0	2	2	37	1	57	30.799999	6	9	C	86.2	72.9	72.3
Emanuel County	Emanuel County Institute	651	1	0	29	3	3	64	32.099998	11	1	B	63.6	77.8	81.6
Emanuel County	Swainsboro Elementary School	712	1	0	48	9	4	39	62.900002	15	6	D	58.2	62	62.7
Emanuel County	Swainsboro High School	710	1	0	46	9	2	42	42.5	17	1	C	78.4	67.3	75
Emanuel County	Swainsboro Middle School	734	1	0	47	11	3	39	57.900002	16	5	F	58.9	67	56
Emanuel County	Swainsboro Primary School	672	1	0	47	10	3	40	63.099998	13	8	D	-	49.5	66.7
Emanuel County	Twin City Elementary School	542	0	0	29	5	2	63	46.700001	12	3	F	71.1	76.3	58.8
Fayette County	Braelinn Elementary School	510	5	0	3	6	4	81	1.8	9	4	A	86.7	93.7	92.2
Fayette County	Cleveland Elementary School	440	5	0	38	19	6	32	22.700001	11	8	C	77	69.2	79.8
Fayette County	Crabapple Lane Elementary School	584	5	0	16	8	8	63	6.800002	9	5	B	87.8	78.9	87.8
Fayette County	Fayetteville Elementary School	445	4	0	62	13	5	16	22	10	4	C	81.9	68.2	79.7

## IADA Annual Performance Report

Fayette County	Huddleston Elementary School	575	6	0	5	20	6	63	9.60000 04	8	15	A	90.6	83.1	94.8
Fayette County	Inman Elementary School	653	2	0	27	10	7	54	13.3 8.10000	10	4	C	80	86.7	79.1
Fayette County	Kedron Elementary School	629	20	1	17	12	5	45	04	8	16	B	95.8	95.5	87.2
Fayette County	North Fayette Elementary School	630	4	1	65	15	7	9	29	8	10	B	78.3	82.8	86.3
Fayette County	Oak Grove Elementary School	475	15	0	13	16	8	49	7.80000 02	8	14	A	93.9	83.4	96
Fayette County	Peachtree City Elementary School	469	21	0	9	12	5	54	5.09999 99	10	18	A	96.7	91.7	93
Fayette County	Peeples Elementary School	716	5	0	4	9	3	78	3.90000 01	11	3	A	91.5	83.3	92.3
Fayette County	Robert J. Burch Elementary School	540	3	1	42	29	7	19	24.1	13	21	B	86.2	82.3	83.6
Fayette County	Sara Harp Minter Elementary School	746	4	1	20	9	6	61	6	11	4	B	91	85.6	85.1
Fayette County	Spring Hill Elementary School	687	7	0	50	16	9	19	24.2999 99	10	11	C	88.6	81.7	74.8
Floyd County	Alto Park Elementary School	403	2	0	7	35	6	50	38.5 27.2999	16	31	D	74.9	70.6	67.4
Floyd County	Armuchee Elementary School	417	1	0	4	5	4	86	99	19	4	B	77	83.2	83.6
Floyd County	Armuchee High School	523	1	0	3	4	3	89	14.5	11	1	C	96.7	87	78
Floyd County	Armuchee Middle School	422	1	0	3	6	5	85	23.5 40.2000	16	3	B	82.3	59.4	84.1
Floyd County	Cave Spring Elementary School	241	1	0	5	2	4	87	01	15	2	C	55.8	79.7	73.3
Floyd County	Coosa High School	720	1	0	13	20	5	62	22.6 32.9000	12	3	C	73.8	75.5	74.9
Floyd County	Coosa Middle School	593	1	0	9	22	5	63	02	13	13	D	63.5	77.8	66.5
Floyd County	Garden Lakes Elementary School	607	0	0	13	18	5	64	35.5999 98	11	12	B	77.2	79.8	82.4

# IADA Annual Performance Report

Floyd County	Glenwood Primary School	389	2	0	4	4	5	85	25.2000 01	13	3	B	-	78.3	89.1
Floyd County	Johnson Elementary School	497	1	0	7	3	5	84	17.2999 99	13	1	A	84.2	87.2	93.2
Floyd County	McHenry Primary School	96	0	0	14	23	7	56	50	21	20	C	-	40.9	73.7
Floyd County	Model Elementary School	481	0	0	3	4	2	91	32.4000 02	16	5	B	77.6	72.6	87.7
Floyd County	Model High School	690	1	0	6	4	2	87	14.2	13	1	B	87.8	74.4	81
Floyd County	Model Middle School	574	1	0	7	3	2	86	22	15	2	A	83.8	83.5	91.6
Floyd County	Pepperell Elementary School	581	0	0	5	8	4	83	40.5999 98	19	6	B	77.7	75.4	80.5
Floyd County	Pepperell High School	880	0	0	6	10	4	80	26.1	17	2	C	81.9	67.4	73.7
Floyd County	Pepperell Middle School	686	0	0	7	10	4	79	35.9000 02	15	5	B	72.4	81.2	80.3
Floyd County	Pepperell Primary School	416	0	0	4	4	2	89	43.2999 99	14	4	B	-	49.1	82.4
Liberty County	Button Gwinnett Elementary School	609	1	0	65	11	10	13	49.7999 99	12	0	D	67.3	73.7	62.3
Liberty County	Frank Long Elementary School	625	1	0	60	12	10	17	45.9000 02	12	0	D	56.4	74	64.2
Liberty County	Joseph Martin Elementary School	664	4	0	48	18	10	21	38.0999 98	14	7	D	72.7	79.9	67.3
Liberty County	Lewis Frasier Middle School	802	2	0	52	16	8	21	36.9000 02	15	4	C	80.7	72.5	75.5
Liberty County	Liberty Elementary School	718	1	0	43	6	8	43	38	13	0	B	79.2	79.4	80.8
Liberty County	Lyman Hall Elementary School	648	2	0	59	14	11	14	47.7999 99	13	0	D	60.5	67.3	67.6
Liberty County	Midway Middle School	770	1	0	43	10	8	38	26.1	14	1	C	76.5	79	79.4
Liberty County	Snelson-Golden Middle School	724	3	0	61	12	10	14	42.0999 98	14	0	D	68.5	68.6	67.4
Liberty County	Taylor's Creek Elementary School	710	1	0	44	15	11	29	33.9000 02	9	4	C	82.6	79.3	72.4
Liberty County	Waldo Pafford Elementary School	619	2	0	54	20	9	15	34.0999 98	9	2	C	66.2	80	72.4

## IADA Annual Performance Report

Peach County	Byron Elementary School	604	1	0	29	10	4	56	34.9000 02	12	6	C	72.7	60.9	73.7
Peach County	Byron Middle School	405	1	0	31	8	4	55	27.4	13	2	B	86.8	83.1	88.3
Peach County	Fort Valley Middle School	434	0	0	68	22	2	8	58.7999 99	12	14	D	67.6	63.8	67.3
Peach County	Hunt Elementary School	587	0	0	79	12	1	8	68.0999 98	8	9	D	51.6	61.7	64.7
Peach County	Kay Road Elementary School	534	1	0	46	21	5	27	44.9000 02	12	16	F	55.4	57.5	53.8
Peach County	Peach County High School	940	1	1	52	17	3	27	34.5	13	5	C	96	72.3	76.4
Putnam County	Putnam County Elementary School	746	1	0	37	17	4	41	49.7000 01	13	14	F	70.6	70.6	58
Putnam County	Putnam County High School	732	1	0	37	11	4	48	32.7000 01	18	3	D	82.7	74.6	69.9
Putnam County	Putnam County Middle School	656	1	0	36	14	5	45	44.2000 01	19	8	F	77.9	69.3	54.2
State Charter Schools- Scintilla Charter Academy	Scintilla Charter Academy	513	1	0	35	5	4	56	23.2000 01	9	0	F	67.3	66.8	59.7
Vidalia City	J. R. Trippe Middle School	568	1	0	49	6	3	41	43.7999 99	16	2	D	70.9	65.7	66.8
Vidalia City	Sally Dailey Meadows Elementary School	762	0	0	54	8	4	33	50.7000 01	12	4	F	58.6	58.2	57.7
Vidalia City	Vidalia Comprehensive High School	718	1	0	45	6	2	46	31.6	11	1	C	78.1	67.2	77.4

# IADA Annual Performance Report

## Appendix I: IADA Year 2 Additional School Demographic Information

System Name	School Name	Enrollment	Race/ Ethnicity (%)						Economically Disadvantaged	SWD	ELL	School Grade	CCPRI		
			Asian / Pacific Islander	American Indian/Alaskan	Black	Hispanic	Multi-racial	White					2017	2018	2019
Troup County	LaGrange High School	1198	3	0	44	7	4	42	28	9	4	C	78	74.8	76.8
Troup County	Callaway Elementary School	628	4	0	47	7	4	38	34.9000	8	6	D	71	70.7	62.1
Troup County	West Point Elementary School	357	0	0	62	3	4	31	52.4000	12	0	D	74.8	66.1	65.9
Troup County	Long Cane Elementary School	487	2	0	16	3	3	76	27.1	8	3	B	64.3	78.4	86
Troup County	Gardner Newman Middle School	985	3	0	48	10	4	35	38.5999	11	9	D	64.5	59.6	64.2
Troup County	Hollis Hand Elementary School	547	3	0	24	10	3	61	27.7999	10	8	C	86.8	84.5	76.4
Troup County	Callaway High School	810	2	0	47	4	4	41	30.7000	8	2	C	67	68.5	73.5
Troup County	Callaway Middle School	750	2	1	49	5	5	38	43.9000	10	3	F	59.3	53.6	57.1
Troup County	Franklin Forest Elementary School	653	4	0	54	12	5	25	44.0999	8	10	C	64.8	66.9	79
Troup County	Long Cane Middle School	1014	2	0	38	4	4	53	36.2000	11	3	C	64.8	62	73
Troup County	Hillcrest Elementary School	341	6	0	13	5	4	72	22.6	12	6	C	79.7	69.6	78
Troup County	Troup County Comprehensive High School	1312	1	0	34	4	4	56	27.4	9	1	C	72.4	64.4	70
Troup County	Hogansville Elementary School	438	0	0	34	8	6	52	55	9	4	C	56.9	47.6	71.3

## IADA Annual Performance Report

Troup County	Rosemont Elementary School	512	4	0	10	3	6	77	24.2000 01	10	3	B	79.4	73	83.4
Troup County	Berta Weathersbee Elementary School	279	0	0	87	4	3	6	74.9000 02	7	2	D	47.3	64	69.4
Troup County	Ethel W. Kight Elementary School	552	1	0	70	11	7	11	65.8000 03	13	10	D	73.2	56.7	69.2
Troup County	Clearview Elementary School	677	3	0	67	6	4	19	59.4000 02	11	6	F	-	-	55.2
Mitchell County	Baconton Community Charter School	820	2	0	18	6	1	73	29.1	10	2	D	86.4	76	64.5
Mitchell County	Mitchell County Elementary School	337	0	0	80	9	1	9	73	10	4	F	51.6	57.9	47.2
Mitchell County	Mitchell County Middle School	334	0	0	82	8	2	8	72.1999 97	13	2	F	73.3	62.6	49.8
Mitchell County	Mitchell County Primary School	216	0	0	79	9	3	9	73.0999 98	9	6	F	-	68.9	37.1
Mitchell County	Mitchell County High School	453	0	0	84	7	1	8	57.5999 98	8	1	F	62.8	53.8	59.2
State Charter Schools II- Statesboro STEAM Academy	Statesboro STEAM Academy	175	2	1	21	5	2	70	22.2999 99	18	0	B	69.8	70.1	82

# IADA Annual Performance Report

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## Appendix J: Putnam New District Assurance Forms

- Ben Hill County
- Candler County
- Chattooga County
- Echols County (not provided to SEA)
- Emanuel County
- Mitchell County
- Peach County (not provided to SEA)
- Scintilla Charter Academy
- Statesboro STEAM Academy
- Troup County

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

- (1) Continue use of statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 111(b)(2) of the Act –
  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot's progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 111(e)(2)(B) of the Act, at the

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

- (i) In an understandable and uniform format;
  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
  - (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
  - (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
  - (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Shawn Haralson	
<b>LEA Name:</b> Ben Hill County Charter System	
<b>Signature:</b> 	<b>Date:</b> 9/23/2020

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

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  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot's progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 111(e)(2)(B) of the Act, at the

# IADA Annual Performance Report

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

- (i) In an understandable and uniform format;
  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
- (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> CaDeisha Cooper	
<b>LEA Name:</b> Candler	
<b>Signature:</b>  9033DD48C59048B	<b>Date:</b> 9/23/2020

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

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  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot’s progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot’s progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA’s benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 111(e)(2)(B) of the Act, at the

# IADA Annual Performance Report

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

- (i) In an understandable and uniform format;
  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
- (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Michelle Helie, Chief Academic Officer	
<b>LEA Name:</b> Chattooga County Schools	
<b>Signature:</b> Michelle Helie	<b>Date:</b> 9/25/2020

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

- (1) Continue use of statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 111(b)(2) of the Act –
  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot's progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 111(e)(2)(B) of the Act, at the

# IADA Annual Performance Report

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

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  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
- (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Kevin Judy	
<b>LEA Name:</b> Emanuel County Schools	
<b>Signature:</b>  D9243D600FDE4C0	<b>Date:</b> 9/23/2020

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

- (1) Continue use of statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 111(b)(2) of the Act –
  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot's progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the

# IADA Annual Performance Report

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

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  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
- (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Christy Wray	
<b>LEA Name:</b> Mitchell County School System	
<b>Signature:</b>  E0B172349E32491...	<b>Date:</b> 9/25/2020

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

- (1) Continue use of statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 111(b)(2) of the Act –
  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot's progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the

# IADA Annual Performance Report

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

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  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
- (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Amanda Miller	
<b>LEA Name:</b> Scintilla Charter Academy	
<b>Signature:</b>  28122821653E4F0...	<b>Date:</b> 9/23/2020

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

- (1) Continue use of statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 111(b)(2) of the Act –
  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot's progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
  - (iii) School demographic information, including enrollment and student achievement information, for the subgroups of students described in section 111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the

# IADA Annual Performance Report

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

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  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
- (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
- (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
- (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Corliss Reese	
<b>LEA Name:</b> Statesboro STEAM Academy	
<b>Signature:</b>  C0193B3241744EC...	<b>Date:</b> 9/25/2020

# IADA Annual Performance Report

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## Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

This form assures that each LEA participating in an approved Georgia innovative assessment pilot will:

- (1) Continue use of statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 111(b)(2) of the Act –
  - (i) In all non-participating schools; and
  - (ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 111(c) of the Act consistent with paragraph (b)(1)(ii) of this section or for evaluation purposes consistent with 34 CFR 200.106(e) during the demonstration authority period;
- (2) Ensure that all students and each subgroup of students described in section 111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 111(b)(1) of the Act as all other students, except that students with the most significant cognitive disabilities may be assessed with alternate assessments aligned with alternate academic achievement standards consistent with 34 CFR 200.6 and section 111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;
- (3) Report the following annually to the GaDOE, for purposes of reporting to the Secretary of the U.S. Department of Education, at such time and in such manner as the GaDOE may reasonably require:
  - (i) An update on implementation of the innovative assessment pilot, including –
    - (A) The pilot's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
    - (B) A description of the pilot's progress in scaling up the system to additional LEAs within the consortium or schools within the LEA consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
  - (ii) The performance of students in participating schools at the consortium, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 111(h) of the Act, except that such data may not reveal any personally identifiable information.
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  - (iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;
- (4) Ensure that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, at the

# IADA Annual Performance Report

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beginning of each school year during which an innovative assessment will be implemented. Such information must be –

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  - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
  - (iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent; and
- (5) Provide information to GaDOE, as applicable, so that GaDOE can coordinate with and provide information to, as applicable, the Institute of Education Sciences for purposes of the progress report described in section 1204(c) of the Act and ongoing dissemination of information under section 1204(m) of the Act.
  - (6) Cooperate with any evaluation that the GaDOE carries out, or arranges for, of the implementation of the pilot.
  - (7) Transition back to the regular assessment system (Georgia Milestones) if the LEA fails to meet requirements of section 1204 for the duration of the pilot timeline.
  - (8) Will comply with all requirements of this section for each year that the LEA is participating.

<b>Authorized Representative (Printed Name):</b> Jo Beth Lanier	
<b>LEA Name:</b> Troup County	
<b>Signature:</b>  <small>F4601860FEC8414</small>	<b>Date:</b> 9/25/2020