

2021 IADA Annual Performance Report

Innovative Assessment Demonstration Authority (IADA) Annual Performance Report

Year 2: 2020-2021

State of Georgia

August 31, 2021

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State of Georgia

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Year of Submission	2021

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 (2020-21). 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
2020-2021	Contract with external technical assistance provider to support the state’s innovative assessment pilot.	Completed	Georgia Department of Education (GaDOE)
2020-2021	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
2020-2021	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 for 2020-2021. Funding was not restored for 2021-2022. Despite these reductions, GaDOE can continue to provide some technical assistance to the IADA consortia consistent with what was provided for 2020-2021. There is no funding, however, for the state-level project management positions.	Georgia Department of Education

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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.

Scaling the innovative assessment systems to additional LEAs or schools is the responsibility of the consortia throughout the IADA period. Each consortia has a process for adding districts to their consortia and the State has issued guidance for the consortia to add new districts to the IADA annually. 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 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 was administered in 2020-21.
- The list of LEAs that will participate in the 2021-22 school year.
- For each participating LEA, the list of participating schools in 2021-22.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2021-22 (a sample of the data structure is provided below; if the list of participating LEAs and schools is long, it may be submitted as an attachment).

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

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Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system. This information may come from the State's annual evaluation of its IADA assessment system. The information should include how data, feedback, evaluation results, and other information are used to improve the quality of the IADA assessment system (e.g., summary report of recommended changes from teachers/principals/school leaders, summary feedback from test administrator or scorer training, summary feedback from parent meetings).

WestEd is the state's IADA technical assistance provider. Their IADA Annual Technical Assistance Report for Year 1 (2019-2020), which includes information on the state's progress toward full implementation and lessons learned can be found in Appendix A. The Year 2 (2020-2021) report will be available in Fall 2021. 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.

Both consortia are required to demonstrate comparability with the state's assessment system prior to implementing their innovative assessment systems in lieu of the state assessment system during the IADA period. Georgia's IADA technical assistance provider, WestEd, assisted the state in developing a comparability evidence document for this purpose. This document is provided in Appendix B and was reviewed and approved by Georgia's IADA TAC.

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) and Year 2 (2020-2021), as well as the LEAs that are members of the two consortia in Year 3 (2021-2022). Additionally, the LEAs for which assurances have been provided to the SEA are indicated.

Consortia	LEA	Member in Year 1 2019-2020	Member in Year 2 2020-2021	Member in Year 3 2021-2022	LEA has provided assurances to SEA	
GMAP	Barrow County	Yes	Yes	Yes	Yes	
	Clayton County	Yes	Yes	Yes	Yes	
	Dalton City	Yes	Yes	Yes	Yes	
	Floyd County	Yes	Yes	Yes	Yes	
	Haralson County	Yes (affiliate)	Yes	Yes	Yes	
	Jackson County	Yes	Yes	Yes	Yes	
	Jasper County	Yes	Yes	Yes	Yes	
	Marietta City	Yes	Yes	Yes	Yes	
	Polk County	Yes			Yes	
	Chattooga County		Yes (affiliate)	Yes (affiliate)	Yes	
	Evans County		Yes (affiliate)	Yes (affiliate)	Yes	
	Oglethorpe County		Yes (affiliate)	Yes (affiliate)	Yes	
	Social Circle City		Yes (affiliate)		Yes	
	Trion City		Yes (affiliate)	Yes (affiliate)	Yes	
	Georgia Cyber Academy			Yes (participating)	Yes (participating)	Yes
	Calhoun City				Yes (affiliate)	Yes
	Colquitt County				Yes (affiliate)	Yes
	Houston County				Yes (affiliate)	Yes
	Seminole County				Yes (affiliate)	Yes

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Consortia	LEA	Member in Year 1 2019-2020	Member in Year 2 2020-2021	Member in Year 3 2021-2022	LEA has provided assurances to SEA
	Treutlen County			Yes (affiliate)	Yes
	Chattahoochee County			Yes (participating)	Yes
	Elbert County			Yes (participating)	Yes
Putnam	Calhoun City	Yes	Yes		Yes
	Cook County	Yes	Yes		Yes
	Dougherty County	Yes	Yes	Yes	Yes
	Evans County	Yes			Yes
	Fayette County	Yes	Yes	Yes	Yes
	Floyd County	Yes	Yes	Yes	Yes
	Liberty County	Yes	Yes		Yes
	McIntosh County	Yes			No
	Oglethorpe County	Yes			No
	Pike County	Yes			No
	Putnam County	Yes	Yes	Yes	Yes
	Vidalia City	Yes	Yes	Yes	Yes
	Ben Hill County		Yes	Yes	Yes
	Candler County		Yes	Yes	Yes
	Chattooga County		Yes	Yes	Yes
	Echols County		Yes		No
	Emanuel County		Yes	Yes	Yes
	Mitchell County		Yes		Yes
	Peach County		Yes		No
	Scintilla Charter Academy		Yes	Yes	Yes
	Statesboro STEAM Academy		Yes	Yes	Yes
	Troup County		Yes	Yes	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 Year 1 (2019-2020)	Available for FY21 Year 2 (2020-2021)	Available for FY22 Year 3 (2021-2022)
Technical assistance	\$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.	\$120,083 The same level of technical support provided in FY21 is being provided for FY22.
Personnel	\$781,888	\$0	\$0	\$0
Independent technical evaluation	\$1,164,000 (estimated)	N/A	N/A	N/A

The Georgia General Assembly also provided a one-time allocation to the consortia in the Fiscal Year 2021 Amended Budget. Each consortium was provided with \$250,000 to support their development activities. The funds were provided to both consortia in spring 2021.

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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

Signature:

Date (*month/day/year*):



8/31/2021

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State of Georgia Appendices

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

TECHNICAL ASSISTANCE
ANNUAL REPORT

Matthew Gaertner | Markie McNeilly
Assessment Research & Innovation @ WestEd
July 2021



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GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

TECHNICAL ASSISTANCE ANNUAL REPORT

INTRODUCTION

When it was introduced as a provision of the Every Student Succeeds Act of 2015 (ESSA), the Innovative Assessment Demonstration Authority (IADA) was billed as a step toward decentralizing accountability and delegating to the states new choices about monitoring and incentivizing student learning. IADA was also envisioned as a force for assessment innovation, encouraging creative, flexible, and instructionally relevant testing programs that would bear slight resemblance to the standardized tests of today. The U.S. Department of Education has thus far awarded five states the authority to take up this challenge. Among them, Georgia is unique. Here—and not yet anywhere else—the IADA has seeded an intrastate competition, inviting multiple vendors to contend for a substantial prize: a statewide summative testing contract.

Two groups of school districts—the Putnam County Consortium (Putnam) and the GMAP Consortium (GMAP)—were granted the authority to develop new accountability assessments from the ground up, alongside each other. Over the course of a five-year pilot period, both consortia will have the opportunity to demonstrate that theirs is the assessment system suitable for adoption across the state. To support Putnam and GMAP, the Georgia Department of Education (GaDOE) contracted WestEd to provide technical assistance to both consortia and thereby advance what is now known as the Georgia Innovative Assessment Pilot Program (IAPP). The program’s fall 2019 launch generated great interest from states, test developers, and researchers eager to watch two competing assessment ideas evolve together. Then, in Georgia and everywhere else, the 2019–2020 school year did not go as planned. Nevertheless, despite the challenges brought on by the COVID-19 pandemic, both consortia made progress—starting in earnest the work of building and stress-testing their innovative assessments. This report summarizes the activities, the accomplishments, and also the plans put on hold in 2019–2020 under the Georgia IAPP. The psychometric issues highlighted in the narrative are described in greater depth in the Appendices, which includes four Technical Advisory Committee (TAC) feedback reports—one for each consortium following two TAC meetings in winter and summer 2020.

PROGRAM REQUIREMENTS AND TECHNICAL ASSISTANCE PRIORITIES

This pilot program was authorized under Georgia Senate Bill 362 and by the United States Department of Education Innovative Assessment Demonstration Authority. Districts participating in the Georgia MAP Partnership and the Putnam County Consortium can administer a new assessment program (either the Georgia MAP Assessment in the GMAP consortium or the Navy system of diagnostic assessments in Putnam) in lieu of the state's summative test Georgia Milestones, once they have demonstrated comparability between GMAP / Navy and Georgia Milestones and received approval from the state.



THE COMPARABILITY REQUIREMENT AND THE THROUGH-YEAR APPROACH

In order to administer their assessments in lieu of Georgia Milestones, each assessment system will need to demonstrate comparability with the state assessment system and gain approval by GaDOE. This requirement is top of mind for most states participating in IADA, not just Georgia. However, the challenges presented by the competition-based format in Georgia are unique, and worth enumerating here.

First, it bears noting that the comparability standards imposed by ED do not appear overly stringent. Classification consistency at the performance level will likely suffice in the judgment of ED. This is a comparatively lenient standard, by intent: the hope is that granting latitude in comparability judgments will encourage pilot participants to begin implementation. In keeping with that spirit, GaDOE has not imposed unreasonable comparability criteria of its own or expressed dissatisfaction with a performance-level comparability standard (the TAC has yet to endorse one set of comparability criteria over another set; that discussion is scheduled for summer 2021).

In fact, the comparability challenge in Georgia is less about statistical comparability and more about the secondary considerations that establishing statistical comparability would trigger. Put simply, if an innovative assessment is given in lieu of Georgia Milestones, it becomes a statewide accountability assessment, immediately subject to all of the other criteria that statewide accountability systems must meet, by law. So, although comparability as a purely statistical criterion is not an impossible standard, it is also not the only standard. For example, test security throughout the testing window, appropriate accommodations, and evidence of fairness and reliability all become instant requirements after the relatively

simpler comparability bar is reached. For reference, we have included in this report the list of assurances these pilot programs agreed to provide before administration in lieu of Georgia Milestones (see the last page of the Appendices). The evidence and documentation required is extensive.

To complicate matters, the assessment systems competing for the statewide prize are through-year models. That means summative tests in September or October, which would require summer review from GaDOE. Furthermore, these systems will debut in the years following the COVID-19 pandemic, when school accountability designations (Comprehensive Support and Improvement / Targeted Support and Improvement) will be completely refreshed. Documentation of readiness to deliver an accountability test that can support those decisions will need to be thorough; a couple summer months will not suffice for key decision-makers review it. Specifically, each consortium will need to (1) develop the relevant documentation; (2) submit it to the TAC for feedback; (3) revise as needed; and then (4) submit it to GaDOE by the beginning of May to ensure careful review by September. If May arrives before spring testing ends under GMAP, Navvy, and Milestones, then it will be impossible for GMAP and Putnam to submit evidence of statistical comparability (e.g., performance level classification consistency for the students who take Milestones and one of the innovative assessments in the same spring).

To illustrate, let us consider the GMAP case. This consortium plans to finish field testing in 2021-22. In 2022-23, GMAP will administer operational assessments throughout the year and collect comparability data when Georgia Milestones scores arrive in June 2023. Suppose GMAP's final through-year assessment is also complete at that point and comparability analyses could be carried out instantly. Even then, it would be too late in the operational cycle for GaDOE to give GMAP a fair review. Approval would have to wait until the following year. **To wit, there is a strong possibility that neither GMAP nor Putnam will administer their assessments in schools for accountability purposes until 2024-25.**

TAC MEETINGS

One key source of technical guidance over the course of the IADA period is the Technical Advisory Committee, composed of nationally recognized experts in psychometrics and assessment policy, established in 2019 specifically for the Georgia IAPP. This TAC is a resource for Putnam and GMAP; it focuses specifically on the progress of their innovative assessments. The TAC convened twice in the 2019–2020 school year—once in December and again in June.

The December meeting focused on overviews of each assessment system along with feedback to support near-term objectives, most notably establishing comparability with

Georgia Milestones. Each consortium also discussed issues specific to their assessment systems. GMAP presented options for linking Georgia students' scores to the national RIT scale, which accompanies NWEA's MAP assessments. Putnam discussed options for covering Georgia's writing standards without a dedicated, stand-alone writing assessment administered every year.

Field testing for both consortia was impacted in Spring 2020 due to the pandemic, so the second TAC meeting focused more on annual performance reporting (due every summer to ED) and adjustments to proposed implementation plans as a result of COVID-19. Each consortium also began sharing plans for the logistical aspects of summative assessment. GMAP, for example, asked for feedback on its data security plans, while Putnam shared its plans for soliciting input from diverse stakeholder groups. While not particularly novel in and of themselves, data security and stakeholder input are basic elements of a testing program; innovations cannot get off the ground without them.

As a general rule, TAC feedback focuses on what the TAC members perceive to be “next up” in a nascent operational testing cycle. From the TAC's perspective, the most pressing issues at the outset were the logistical and administrative tasks (e.g., rostering) that account for a large portion of a statewide summative contract but that would be quite difficult for the small Putnam and GMAP teams to deliver without significant administrative scale up. In other words, the TAC was concerned that the pilot participants do not know what they do not know. Regular conversation about administrative and logistical issues has, however, resulted in fewer questions from the TAC. At present, the topic of primary concern is comparability. During the next meeting in summer 2021, the TAC, WestEd, and GaDOE intend to draft comparability guidelines for each consortium.

Timeliness of Materials for the TAC

In general, the TAC has found the introductions to both testing programs to be quite helpful, but TAC members had specific suggestions to help move both consortia along toward implementation. First, and most importantly, a TAC is only as helpful as it is prepared. Given the complexity of these assessment efforts, being prepared requires receiving documentation and materials in a timely manner. The GMAP Partnership has been careful to hand materials over either on time or close to it, however, Putnam has struggled. At each meeting thus far (since contract initiation) the TAC has received limited materials from Putnam without sufficient time to review them in advance of the all-day sessions.

The TAC has felt unable to provide Putnam with the in-depth feedback that will be required over the life of this contract. For the next TAC meeting WestEd is requiring materials be delivered in advance, and we will strictly enforce due dates, as we have previously. These

measures do not guarantee on-time delivery of materials to the TAC. However, we will introduce a new focus on reviewing TAC recommendations from the previous meeting and then discussing whether or not those issues have been resolved. It is reasonable to suspect that this step will encourage attentiveness and due date awareness.

PROGRESS TOWARD FULL IMPLEMENTATION

During each TAC meeting, each consortium presented their plan for implementing their assessment system. They posed questions to the TAC about establishing comparability between their assessment systems and Georgia Milestones, operationalizing their assessment systems, and how best to utilize data collected from their assessments through various studies. Both consortia had to push their timelines back in response to the COVID-19 pandemic, and although both were able to shift focus and continue to work toward implementation in schools, it is quite possible that neither assessment system will be approved for use in lieu of Milestones before 2024-2025 (see p. 5).

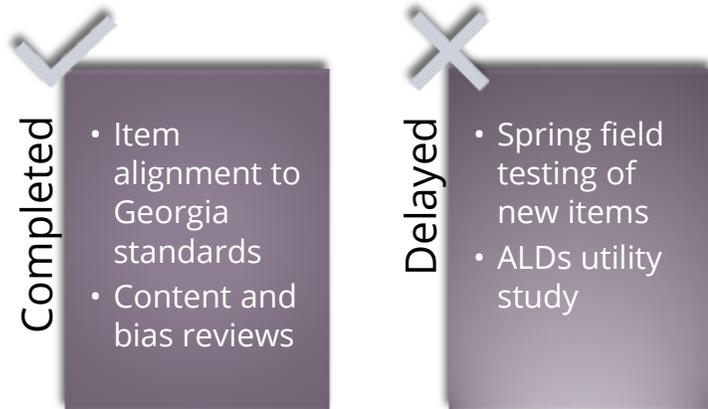
A BRIEF NOTE ON FORMATIVE ASSESSMENTS WITH PROPOSED SUMMATIVE USES

Through two TAC meetings, there has been little discussion of the potential advantages and dangers of using formative assessments to make summative judgments. Putting aside a debate about terminology let us assume that “formative” in this context includes interim, benchmark, and diagnostic tests. When those tests are reappropriated for summative use, what happens on administration day? How do attitudes toward the assessment change? Are there commensurate changes in score distributions? Do teachers grow more sophisticated in their data use? These questions tap largely non-psychometric elements of these programs’ theories of change; it is nonetheless easy to imagine them emerging as the most vexing dilemmas introduced by the Georgia IAPP. In future TAC meetings, WestEd will encourage the consortia to grapple with the inherent tension between formative and summative test uses and consider how their guidance to their participating schools can ensure that, on the ground, their assessments are being used as intended and score interpretations are supported by validity evidence.

GMAP PARTNERSHIP

At the December 2019 meeting, GMAP and NWEA shared their development plans for the 2020–2021 school year. Planned activities included beta testing their through-year system in the winter, then administering a stand-alone field test in the spring. Additionally, they hoped to run simulations for quality control on their developed adaptive tests. With content development already underway for ELA and Math, GMAP also planned to begin development of Science content.

During the 2019–2020 school year, the GMAP partnership and NWEA were able to proceed with many activities needed to scale up their assessment system. Educator committees were convened to review item alignment to the Georgia standards, content, and bias reviews. However, some activities had to be delayed. The largest setback was that the field testing that had been planned to take place in Spring 2020 will be pushed out to the 2020–2021 school year. Additionally, the second phase of their Achievement Level Descriptors utility study was postponed. This study was designed to evaluate whether GMAP achievement levels could be considered comparable to the achievement levels associated with Georgia Milestones. This could provide evidence in support of achievement-level comparability—a requirement for innovative assessments under the IADA.



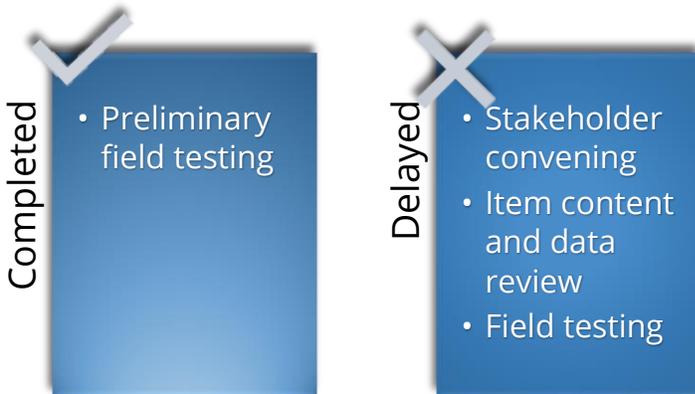
In addition to delaying their schedule, GMAP was forced to redesign already-scheduled meetings to accommodate the virtual formats that became the norm in 2020. Most meetings were able to proceed in this format. NWEA continued with efforts to develop family reports and test item development, and with support from the Walton Family Foundation, GMAP gathered feedback on family reports through focus groups in January 2020. This work would continue through the 2019–2020 school year.

During the 2020–2021 school year, NWEA plans to provide professional learning support to schools, continue work on the GMAP family report, and continue content development in ELA, Math, and Science. At the June 2020 TAC meeting, GMAP and NWEA noted that their plans for the field test design and adaptive test design were still underway. Additional research studies in 2021 are planned to inform these designs. Key to these studies will be establishing sufficiently large samples; stable item parameter estimation for their operational item bank will require many student responses to each item.

PUTNAM COUNTY CONSORTIUM

At the December 2019 TAC meeting, the Putnam County Consortium and Navy shared that the schools participating in the consortium have been utilizing the Navy assessment system since the 2017–2018 school year. Each year, additional development has added to the pool of Navy test items and has supported expansion of the tests to additional grades. The

assessment system is currently available to students in grades 3–8 and high school in ELA and Math.



Putnam had hoped to establish comparability between Navy and Georgia Milestones in Summer 2020, with science content expected to come online in time for field testing in 2021–2022. Although students were able to take the Navy assessment in ELA and Math during the 2019-2020 school year, the data are incomplete, since the

COVID-19 pandemic shifted instruction to at-home virtual classrooms. At the June 2020 meeting, the TAC suggested that these data could be used to make some comparability predeterminations, so that any necessary changes could be implemented for the following school year. The TAC also encouraged Putnam to establish comparability via achievement level descriptors.

For the 2020–2021 school year, the Putnam County Consortium plans to further scale up the Navy Assessment System. They will attempt to recruit additional districts to participate in the pilot; Putnam also plans to engage with stakeholder groups including strong representation from historically marginalized populations. Stakeholders will ultimately provide feedback on the assessment system as well as participate in item content and data review meetings. Finally, the Putnam County Consortium will refine its plans for collecting validity evidence—including analyses of test content, response processes, test consequences, and relationships with other variables such as expert diagnoses.

TECHNICAL ASSISTANCE SERVICES PROVIDED

WestEd provided technical assistance to each consortium during the contract period. Putnam and GMAP were each allotted 114 technical assistance hours to be used at their discretion (GMAP used 30.5 hours; Putnam used 71.5). WestEd worked with the consortia on annual reporting, administration best practices, operationalizing an assessment system, implementing testing policies, engagement of stakeholder groups, and processes for holding content and bias reviews. WestEd also served as a liaison between the consortia and GaDOE when questions about Georgia Milestones policies and documentation arose. Additionally, WestEd planned and hosted two TAC meetings in this inaugural year of the Georgia IAPP. Each consortium met with the TAC for one day at each meeting. Participant districts, their

test development partners, WestEd, GaDOE, and the Governor’s Office of Student Achievement (GOSA) took part in the TAC meetings. The first meeting was convened December 9–10, 2019, in Atlanta, Georgia, and the second meeting was postponed briefly and ultimately hosted as a virtual meeting from June 29–30, 2020.

TAKING STOCK OF COVID-19’S IMPACT ON THE GEORGIA IAPP, 2020-2021

In spring 2020, schooling for many students across the U.S. simply ground to a halt. Summative tests were cancelled and so were their through-year counterparts such as Navy and GMAP. Both consortia took the opportunity to engage in further research to support their assessments, content and bias reviews, and other activities that did not require students to be in schools. Neither consortium was concerned that the end of the initial 5-year IADA period could arrive before their tests were used for summative purposes. That outcome seems somewhat more likely now. **Because neither group will finish field testing before spring 2022, neither will be able to administer an operational assessment for comparability purposes throughout a school year until 2022-2023. At that point it will be extremely difficult to secure approval for the 2023-2024 school year since comparability analyses could not be conducted until spring testing was complete in June. That leaves 2-3 summer months, at best, (1) for the consortia to present comparability results to the TAC, incorporate feedback, and submit results to GaDOE, and then (2) for GaDOE to convene the necessary expert panels, review evidence (getting clarification from the consortia as needed), make approval determinations, and change each participant district’s contract. WestEd is working closely with GaDOE to devise a practicable solution to this issue, but GaDOE cannot rush through a review given the comprehensive nature of the assurances (see p. 40 in the Appendices).**

Finally, COVID-19 also promises to significantly disrupt at least one more testing cycle – spring 2021. This is unfortunate timing for the pilot participants, as both were planning to field test items this year. Both continue to move forward with tentative plans, but there are major concerns about the quality of data generated in spring 2021. There are also no hard and fast rules clarifying the amount of student absence that is tolerable, such that item calibration and other core psychometric analyses can go forward.

WestEd’s recommendation is to lean on the like-minded fields and organizations that have been developing methods for years to handle what will ultimately manifest as large-scale attrition. The preferred approach from our perspective would be to treat spring 2021 as an extensive, systematic, missing data problem. Then, we recommend following guidance from the U.S. Department of Education’s Institute of Education Sciences (IES), which recently developed heuristics for handling missing data in rigorous experimental or quasi-

experimental studies. In some cases, the influence of missing data can be minimized through weighting or multiple imputation, such that unbiased parameter estimates can be drawn from datasets with high missing rates.

More specifically, the consortia could review the most recent version of the [What Works Clearinghouse Group Design Standards](#) (missing data is discussed on p. 33), which essentially represents IES's current thinking on advanced topics like imputation. Conveniently, the Group Design Standards offer simple metrics and cutoffs (e.g., missingness above 15% cannot be ignored), which could be applied to spring 2021 data. GaDOE and the TAC may decide that, with some safeguards, following the missing data methods that are required of large-scale randomized trials will suffice for the Georgia IAPP.

LESSONS LEARNED AND NEXT STEPS

The three lessons below all qualify as major recurring themes over the course of 2019–2020. None are particularly technical in nature; psychometric concerns that surfaced and were satisfied may have been lessons learned, but our intent in calling out the points below is to highlight particularly thorny issues that touch those who build innovative tests, those who put them to use, those who act on the data tests generate, and those responsible for monitoring the system's health over time.

In keeping with the knowledge-sharing principles that animate this demonstration authority, the issues below reflect concerns that are common across multiple IADA-approved states. Any examples we cite are Georgia-specific, but the themes they represent are, in our experience, ubiquitous. Finally, whenever possible, we couple the issues with potential remedies or new paths to consider. Not every concern has a solution. That said, none of the problems seem intractable. Quite the opposite; in a year when initiatives and industries stalled completely, implementation of the Georgia IAPP is progressing steadily.

Lesson 1: The Resources Required

- It is widely acknowledged that developing and scaling a truly innovative assessment system is not a break-even proposition. Intuitively, organizations must spend new dollars to create new programs.
- Less-widely understood are the varied assets vendors and state department staff will need to bring to this work. Vendors of course need an abiding commitment to experimentation, but they must also develop the capacity to think like a traditional assessment program. New assessment models under IADA must strike a delicate balance: breaking new ground to solve high-leverage problems of assessment practice without compromising fairness and transparency. Innovative assessments are still high-stakes assessments, governed by the bedrock standards that have supported educational measurement for decades. This means that security, accessibility, and appropriate accommodations are as important within IADA as they are without it.
- Through our work with four IADA-approved states, we have learned that state education departments will deal with an entirely different challenge: they already have an assessment program to run. So, asking state department staff to also shepherd along a new assessment program (intended to supplant theirs) without sufficient discretion, preparation, or flexibility could put both programs at risk. To protect the integrity and validity of testing programs and test scores, we recommend keeping open the lines of communication between policymakers and state education agencies.

Lesson 2: The Major Hurdles

- Perhaps because the educational measurement field has been particularly vocal on IADA, over the past year we have observed a persistent, often disproportionate level of concern attached to once-esoteric topics such as adaptive algorithms and score comparability. Under almost any other circumstance, serious attention to these issues would be welcome. Under IADA, there will be bigger fish to fry.
- Consider, for example, that even large technology companies have been flummoxed by the requirements of online testing in the best of times, in relatively controlled environments (schools) with known technology capacity. If, in the COVID era, remote proctoring becomes the norm rather than the rare exception—even briefly—how can the nimble, innovative, but comparatively underresourced assessment startup ensure error-free administrations? With summative testing facing more than the customary amount of public skepticism, the answer to this question should be important to innovative and traditional programs alike. By comparison, performance-level comparability sounds positively sortable.
- Similarly, a fixation on psychometric comparability can distract test developers from the many other minimum requirements of a summative statewide testing program. It is well and good for ED to keep the standards for IADA entry as lenient as possible, but statewide testing programs are still subject to state law. Pilot participants should know that psychometric comparability is not the only criterion a state must consider when authorizing an accountability test. In Georgia, as in many other states, there is more to it than that (See Appendix 2 for the assurances associated with Georgia's IAPP).

Lesson 3: The Upside and the Downside of Competition

- The Georgia IAPP is innovative not only in the through-year assessment systems it will produce, but also in the intrastate competition it has promoted through IADA. Georgia is a test case for this model, which has not been adopted by any other IADA-approved state. The rationale is straightforward; a competitive field will raise the level of play, so to speak, and ultimately more students in more schools will be assessed with better instruments. However, competition in this setting introduces some discontents.
- **First, it becomes necessary for the state department of education to adopt a rigorously neutral stance toward all participants and act with an overabundance of caution for at least the five years it will take the consortia to mature and scale. Third-party TA providers will have to step in to fill the void, and while we have been thrilled to support the state of Georgia, we would be doing a disservice to our client if we did not point out that the current arrangement could put GaDOE in a difficult position.**
- Second, a bona fide competition necessarily undermines one of the central goals of IADA: the sharing of knowledge between diverse organizations pursuing the same goal (advancing student learning) in vastly different ways. Strict—and appropriate—confidentiality protocols limit what Putnam can learn from GMAP, and vice-versa. We would recommend taking some affirmative steps toward opportunities for collaboration (e.g., a jointly-hosted ideas summit). Each consortium, not to mention the IAPP itself, stands to benefit.
- Lastly, when the end of the IADA period brings this competition to a close, Georgia will need to accept one assessment system. That means some districts will spend at least five years implementing and advocating for the system they have chosen and then will be forced to adopt the one they have not. So, while a quick statewide embrace of this competition's "winner" is not impossible to imagine, it is also not very easy to imagine. Backlash is the last thing IADA's architects want; to avoid it, districts from the "losing" side in Georgia will need assurances that the new statewide system will advance their interests.

APPENDICES

- Appendix 1:** Technical Advisory Committee Meeting Summaries for the Putnam County Consortium and Georgia MAP Assessment Partnership, December 2019 and June 2020 (p. 16)
- Appendix 2:** Georgia Innovative Assessment Pilot Application (p. 40)

Appendix 1A

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

DECEMBER 2019 TECHNICAL ADVISORY
COMMITTEE (TAC) MEETING REPORT

Putnam County Consortium

January 25, 2020
Submitted by:
WestEd
730 Harrison Street
San Francisco, CA 94107

DECEMBER 2019 TAC MEETING REPORT FOR THE PUTNAM COUNTY CONSORTIUM

INTRODUCTION

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) meeting was convened on December 9, 2019, in Atlanta, Georgia. Attendees included members of the TAC; the Putnam County Consortium (Putnam Consortium); Navy Education, LLC; 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.

INTRODUCTION TO NAVY ASSESSMENT SYSTEM

Description

The Putnam Consortium and Navy Education provided an overview of the purpose, design, and implementation of the Navy Assessment System (Navy). The purpose of this topic was to provide the TAC with introductory information about the assessment system. Navy Education assessment representatives also shared examples of the user interface with the TAC.

TAC Discussion and Recommendations

The TAC took this opportunity to learn more about Navy by asking questions about assessment design and implementation. The TAC had recommendations in three areas, based on this discussion.

First, the TAC posed questions about the impact that this assessment system could have on teaching. The Putnam Consortium shared that it has received favorable feedback about the utility of formative information that Navy provides. The TAC noted that, once accountability is introduced into the system, the Putnam Consortium may want to conduct additional research into how the standards are taught to students, to ensure that the standards are not presented more prescriptively once high stakes are attached to Navy.

Second, the TAC complimented Navy's user interface, noting that it is a mechanism to encourage teachers, parents, and administrators to review, understand, and use the Georgia content standards. Discussion of the user interface included discussion of parent access to the system. Currently, parents can use their student's username and password to access the student's records. The TAC suggested that, in the future, a rostering formula-based username and password for parents to access the system would be beneficial.

Finally, the TAC learned more about the types of items administered via Navy. Currently, there are multiple-choice and multiple-select item types. The TAC suggested that, in the future, additional item types should be considered, because Georgia Milestones also administers technology-enhanced items.

COMPARABILITY PLANS FOR THE PUTNAM CONSORTIUM

Description

The Putnam Consortium discussed approaches to creating annual summative determinations as well as to establishing comparability with Georgia Milestones.

TAC Discussion and Recommendations

The TAC emphasized that the Putnam Consortium should focus on how to establish comparability in achievement-level classifications in order to move forward to implementation under the rules of the IAPP. For example, Navy could create four achievement-level classifications and use linear or logistic regression methods to maximize classification consistency relative to Georgia Milestones achievement levels. The TAC recommended that the consortium align its performance classifications with existing Performance Level Descriptors for Georgia Milestones, to the extent practicable. The TAC also suggested that the consortium consider weighting its measures to align with the current Georgia Milestones blueprint, although this would not be required in order to establish comparability.

Students taking the Navy assessment are given three attempts to show that they have reached proficiency relative to a given standard. The TAC discussed the number of attempts that should be used when calculating comparability to the Georgia Milestones assessment, and recommended that the consortium calculate scores for comparability analyses at the second attempt. The TAC agreed that utilizing results from a sample of 300–400 students per grade and content area would be sufficient to establish comparability, assuming that the distribution of Navy examinees is similar to that of Georgia Milestones examinees. For future meetings, the TAC is interested in seeing more information on pacing and sequencing — that is, when attempts for each standard are administered across grades, subjects, and schools.

WRITING ASSESSMENT

Description

The Putnam Consortium provided an update on development and implementation of writing assessments within the Navy system.

TAC Discussion and Recommendations

Navy currently assesses writing through extended-response items, whereas Georgia Milestones also administers multiple-choice writing items. The TAC advised that the writing standards addressed must be tested at the same depth and breadth (within grade bands) as in Georgia Milestones. The TAC suggested that the writing assessment be included in students' ELA scores and utilized when establishing comparability.

IMPLEMENTATION SUPPORTS FOR MEMBER DISTRICTS

Description

The Putnam Consortium provided an overview of its plan to provide supports to districts implementing the Navy Assessment System.

TAC Discussion and Recommendations

The TAC noted that existing communities of practice have provided useful resources to diverse consumers of educational assessments. For example, the Smarter Balanced consortium provides a “digital library,” which functions as a repository of assessment resources that have been vetted by experts in the educational assessment field. Additionally, the Advanced Placement assessment program has a teacher-led community of practice, in which members share lessons and other tasks that they have successfully used in their classrooms. These communities can serve as models for the Putnam Consortium to reference. The TAC noted that any resources being provided to districts should be vetted by experts in educational assessment.

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 Putnam Consortium, 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 descriptive data giving information on the number of attempts per student per standard, along with mastery rates
- Provide information on when districts are administering Navy and Georgia Milestones (within the testing window), to gauge whether test timing could impact comparability
- Provide demographic data across all participating districts, with comparison to the demographics of the state of Georgia

Appendix 1B

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

DECEMBER 2019 TECHNICAL ADVISORY
COMMITTEE (TAC) MEETING REPORT

Georgia MAP Assessment Partnership

January 25, 2020

Submitted by:
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DECEMBER 2019 TAC MEETING REPORT FOR THE GEORGIA MAP ASSESSMENT PARTNERSHIP

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 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.

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
- 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
(TAC) MEETING REPORT

Putnam County Consortium

July 14, 2020

Submitted by:
WestEd
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JUNE 2020 TAC MEETING REPORT FOR THE PUTNAM COUNTY CONSORTIUM

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) meeting was convened on June 30, 2020. The meeting was held virtually via Zoom video conferencing. Attendees included members of the TAC, the Putnam County Consortium (Putnam Consortium), Navy Education, LLC, the Georgia Department of Education (GaDOE), 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.

UPDATE ON PUTNAM CONSORTIUM AND NAVY ASSESSMENT SYSTEM

Description

The Putnam Consortium and Navy Education provided an overview of the Navy assessment system and a progress update on their timeline, which has been impacted by the COVID-19 pandemic. The TAC also engaged in discussion around determining proficiency levels and methods for establishing comparability using achievement level descriptors (ALDs).

TAC Discussion and Recommendations

Navy explained their relationship with Putnam County and their joint desire to test students in a standard-by-standard fashion and to measure overall proficiency with reference to students' mastery of each standard. Member districts joined because they have a shared interest in assessing students in this way. Navy was built as a formative assessment tool for teachers to use throughout the school year in their classrooms to support teaching and learning, with the eventual goal of using Navy in lieu of Georgia Milestones (hereafter "Milestones") for state accountability purposes.

The TAC discussed the decision consistency and decision accuracy of proficiency determinations under Navy vis-à-vis Milestones. The TAC noted that Navy is able to use the state achievement levels for comparability. They recommended using the Milestones technical report to get the data for a baseline for comparison. Because Navy is so targeted to standards, comparisons to Milestones may be most productive at a higher level, such as the ALDs. The TAC suggested exploring achievement-level alignment between Navy and Milestones by looking at what Georgia's ALDs say students should be able to do at each grade level and in each subject. The TAC supported Putnam's idea to use a cluster-analytic approach to determine if there are patterns that characterize where students are landing (in terms of their Navy scores). One approach would be to pre-assign cluster centroids based on Milestones achievement levels. Navy might also create its own achievement levels and then align them to the state's ALDs to demonstrate comparability. Another suggestion was to validate the standard-by-standard assessment approach Navy is adopting via a Rasch or other Item Response Theory (IRT) model, using each student's most recent valid assessment score.

The TAC addressed the challenge of fitting the results of the Navy assessment into Milestones ALDs, because those ALDs address what students can do globally and are typically determined based on summative tests. One suggestion is to create policy labels and descriptors and link them to Milestones' labels and policy descriptors. Alternatively, Navy could explore expressing ALDs as the probability that a student has mastered a skill.

The TAC discussed if this assessment model measures long-term mastery of a standard, because students aren't retested on a standard once they show proficiency. A possible future research study could be to retest students quite a few months after a proficiency score is received to determine whether that score is still accurate.

The Putnam consortium discussed the impact of the COVID-19 pandemic on testing in Spring 2020. Students in Georgia did not take Georgia Milestones, nor were they able to complete testing on the Navy assessment, since they were not in classrooms. This will put the Putnam Consortium behind in their anticipated timeline but still allows enough time for comparability to be established within the pilot program's window. The TAC suggested that a "pre-comparability" study could use the data Navy was able to collect in the 2019/20 school year and the Milestones results from the 2018/19 school year.

STRATEGIES FOR SCALING

Description

The Putnam Consortium and Navy Education shared their current plans for scaling the assessment system. The TAC provided feedback on how to engage additional districts and stakeholders in the consortium's activities in order to help grow membership and increase participation.

TAC Discussion and Recommendations

The TAC provided recommendations to the Putnam Consortium on how to scale up the assessment system throughout the pilot program. The TAC suggested offering the practice tests publicly so prospective districts can experience the test for themselves. If they have a positive experience with the practice test, they may be more inclined to want to join the consortium. One challenge to recruitment is the state's new interim assessment tool that is offered free of charge to districts, called Beacon. Putnam has received feedback from stakeholders that they think Navy and Beacon are similar tools that will provide similar results. The TAC suggested that district leadership in the Putnam Consortium help communicate to the public how the assessments differ.

The Putnam Consortium plans to increase communication with districts and stakeholder groups as a part of their scaling activities in the coming year. The TAC encouraged Putnam to engage the members of their current committees and groups as advocates for the Navy Assessment. They also suggested engaging stakeholders from various organizations in the state as a part of their various committees and feedback groups. The TAC emphasized that these stakeholder groups should include representation from historically marginalized populations.

The TAC also made suggestions on methods for marketing materials. They suggested that materials emphasize teacher utility and include information on how the assessment provides information on each specific academic standard. They provided a list of key words and phrases that should be incorporated into Putnam’s materials, including: “fully-aligned,” “actionable,” “instructionally relevant,” “just in time,” “immediate,” and “student-focused.” Specifically, the TAC discussed developing a brochure with a table that compares Navy to other assessment tools.

STRATEGIES FOR CONTINUOUS IMPROVEMENT

Description

The Putnam Consortium and Navy Education further discussed a plan to engage with stakeholders and key experts in order to receive meaningful feedback on the Navy Assessment system. They asked for feedback from the TAC on their plan.

TAC Discussion and Recommendations

The TAC suggested that the panels and groups that Putnam engages should have a clear definition and purpose. When meeting with the panels, Putnam should make sure to level-set with the participants so they know what type of feedback is being solicited. Participants will need an understanding of what kind of change they can actually make, and that there are some restrictions based on test design or by state and federal law and policy. The TAC also suggested to pare down the number of groups in the current plan, since participants in each group overlap. They encouraged Putnam to ensure the makeup of each panel is diverse — making sure to engage minority groups, including people with disabilities. They should also be sure to be very transparent about the changes that are made as a result of the panel feedback.

The TAC also suggested soliciting comment from various stakeholder groups when issues arise. To do this, the Putnam Consortium would gather a list of organizations and groups to engage with on an as-needed basis. When issue arise, they would reach out to all the groups on the list, asking for their feedback.

The TAC discussed how to elicit feedback from parents and students. They suggested that they could have parent representation on the leadership panel. Information on their experiences could also be provided through teachers. This would be particularly useful for collecting information on student experiences, because it is not desirable to have young students sit on an advisory panel of this nature. They may want to consider having high school student representation on a policy panel. Another way to involve students is to conduct focus groups about the future of assessment.

STRATEGIES FOR COLLECTING VALIDITY EVIDENCE

Description

The Putnam Consortium and Navy Education presented their planned activities to help build validity evidence. Studies were presented for five areas — Evidence Based on Test Design, Evidence Based on Response Processes, Evidence Based on Internal Structure, Evidence based on Relationships to Other Variables, and Evidence Based on Test

Consequences. The TAC provided feedback in a few of these categories, reminding Putnam to only do what is required of the innovative assessment pilot program at this point, so as not to overcommit themselves to too many studies. At minimum, they must show comparability with Milestones.

TAC Discussion and Recommendations

EVIDENCE BASED ON TEST CONTENT

The TAC discussed that the evidence needed to show validity based on test content should include an alignment study. GaDOE confirmed that, as a part of the Innovative Assessment Pilot Program, the state will fund an external alignment study in a future year.

To make claims on alignment until an alignment study is conducted, there needs to be an external, independent validation that content is aligned to the standards. The current process of how items are written and reviewed internally should be documented. To further the evidence on validity, the Consortium should engage teachers as independent reviewers from the participating districts to review the items and confirm their alignment. The TAC also suggested providing more information on the consistency of the content representation to which students are exposed. The Putnam Consortium will bring this as a topic to revisit in the December 2020 TAC meeting.

EVIDENCE BASED ON RESPONSE PROCESS

The Putnam Consortium presented an outline for conducting cognitive labs that would collect evidence on response process. The TAC affirmed that this evidence is meaningful because it is needed to support the assessment's claim that students are engaging in a certain cognitive process. To ensure findings are generalizable, data should be collected across sub-groups. Log data should also be mined to collect information, such as speed of response. The TAC also suggested that an informal cognitive lab could be conducted by asking teachers to pilot items and then ask students questions about the items they took. The TAC suggested reviewing existing literature on response process (suggested authors are Zumbo & Hubley, Leighton, and Pellegrino).

The TAC shared that Putnam's current sampling plan for the cognitive lab plan is slim and would likely not produce enough evidence. Increasing the number of standards addressed and conducting the study over multiple years, with new standards each year, would yield stronger evidence. A strategy should be defined for sampling the standards, such as identifying foundational standards that vary across depth of knowledge (DOK) levels.

The TAC also suggested that response data be reviewed against the type of device students are taking the assessment on. Navy does not recommend using a mobile device, but it is not prohibited. By looking at this data, Putnam can consider if there are any response processes that introduce additional errors responding due to the device the assessment is administered on.

EVIDENCE BASED ON RELATIONSHIP TO OTHER VARIABLES

Consistency with External Expert and Model-based Diagnoses. The TAC shared that evidence produced from this study may not be strong because it is a small, selective sample.

They also noted that this will be just one of many pieces of evidence that they plan to use to produce evidence of validity, and that some pieces will inevitably be stronger than others. The TAC suggested that Putnam may want to explore other methods of triangulating this data. One suggestion is to administer test questions in an open-ended format to students instead of multiple choice in order to see if they would produce the same answers. Another option would be to develop behaviorally anchored rating scales (BARS), which teachers could fill out for students who also took the Navy assessments. Those BARS would function similarly to course grades in a concurrent validity analysis (that is, we would expect them to correlate positively with Navy scores). While a BARS would not take long for a teacher to fill out (roughly 30 minutes per student), it would take some time to develop, since the behaviors would have to be specific, explicit, differentiated, and exhaustive enough to capture the same information Navy performance levels capture.

Consistency with Other Measures. The TAC suggested that they build into this study something in which students are given Navy twice, before and after instruction, to see how their score changes. There need be no limitations on what the variables are. They may want to use a multi-method multi-factor model to look at correlations between classroom grades and assessment results (if teachers are not using Navy in their students' grades). Showing that there is a strong correlation between the two will also help with marketing the assessment to other districts. The TAC noted that this would not be a good source of psychometric evidence, however, because grades and assessment results are not measuring the same thing.

The TAC discussed using reliability evidence for validity by using domain reliability within trait reliability and factor analysis. This captures reliability and validity at the same time and would contribute to the validity evidence. The goal of this study would be to end up with reasonable correlations with Milestones. They won't be perfect correlations, because the test allows for interventions that break the cycle of the traditional summative results.

Putnam asked the TAC if validity evidence based on the relationship between Milestones and Navy should show correlation with the total score or by domain. The TAC recommends running the correlations at the total score level. They still encourage exploring the correlations at the domain subscores and competency rates to see what they find. It would be valuable to set up a theory ahead of time that explains what Putnam expects to see.

EVIDENCE BASED ON TEST CONSEQUENCES

The TAC reminded Putnam that, when communicating information about the validity of the assessment, they should be sure to have a statement of the intended score meaning — what scores are supposed to mean. The TAC recommended scaling back the number of intended consequences/effects of the assessment system on which to gather information. The TAC recommended focusing on finding out if and how teachers are using Navy to improve their instruction. Measures should be matched with students and not across districts. The TAC recommended putting more emphasis on subgroups and putting more effort into looking at subgroup analyses, differential impact, and differential access.

The TAC noted that a common issue with state summative assessments is the need for results to be provided quickly, and therefore content needs to be lower-level. The TAC would like to know if Navvy will have this same problem or if, instead, students are given the opportunity to demonstrate level three and level four thinking. In the future, the TAC would also like to see some of the test forms and the results from those forms. They also suggested providing longitudinal data to help support claims that the assessment is contributing to improvement of learning.

PANDEMIC IMPACT ON PILOT TIMELINE AND ACTIVITIES

Description

The Putnam Consortium and Navvy Education discussed the impact that the COVID-19 pandemic has had on their timeline to conduct pilot activities. They still plan to conduct a data review with the data that was collected before schools ceased in-person instruction. They also discussed with the TAC what policies may also need to be rethought due to the unknown impact the pandemic will have on classroom structures.

TAC Discussion and Recommendations

The TAC affirmed that the Putnam Consortium should still move forward with data review and data calibrations with the data that was collected this year. When more complete data is collected, they should run another analysis.

The TAC encouraged the Putnam Consortium to rethink their test security policies for students who will be attending school from their homes in the next school year. Test security will need to be reconsidered, especially since the data that teachers receive from this assessment could be very helpful for them during a tumultuous time. The TAC encouraged Putnam to think about which elements of their model are preferable and which are negotiable in order to rethink plans for the coming school year. Some suggestions on how to have students test from home included having a way for their browsers to be locked down during test taking, as well as having students sign an affidavit acknowledging that they understand test security rules.

Other ideas for the Putnam Consortium to consider were around limiting exposure to the item bank. One suggestion was to allow only a single instance of the assessment for each standard or providing a window of time (e.g., 30 days, 45 days) before students can retake an assessment. Another suggestion was to hold items tested this year for one to two years before putting them back into the form pull rotation (it is unknown how peer review would view this approach). Besides peer review, another drawback to at-home testing is issues around equitable access to computers and internet.

DATA REVIEW PROCEDURES

Description

The Putnam Consortium and Navvy Education discussed their planned procedures for data review. The TAC provided guidance on quality control, screening data for non-effortful responding, and planning for data review panels.

TAC Discussion and Recommendations

The TAC recommended that the Putnam Consortium and Navy ensure that they have the resources planned to ensure that quality control measures are in place. They also recommended they have protocols set up specifically for protecting personally identifiable information that data reviewers could possibly access.

The TAC recommended that when flagged items are reviewed, particular attention should be paid to the items in which the percentage of students choosing the correct response falls below change. Sometimes it is a very good item, but it still gets flagged because it is a more difficult item, but not a problematic one.

Navy plans to screen response data for non-effortful responding. The TAC suggested that they look into literature about that topic to weigh various options for establishing reasonable cut-offs for response time. In particular, Steve Weiss has written about a few different criteria Navy can consider. There are some districts that are not currently administering an assessment for every standard to their students. The TAC recommends running data analysis on the entire system and on the subset of schools that are administering an assessment for every standard. This way comparisons can be made between the two.

When planning for data review, the TAC reminded the Putnam Consortium that they should ensure their review panels are diverse and are representative of minority populations. Additionally, they advised that ground rules be provided to participants and ensuring they understand that they are tasked with making dichotomous decisions. When there is a large item bank, review meetings can take a long time, and this would dissuade participants from trying to rewrite items. They should also keep records of the decisions the panels make on every item, so it can be referenced in the future, if needed.

NEXT STEPS

Future Work

At the conclusion of the meeting, the TAC requested the following information during future TAC meetings:

- Utilization and implementation data (How many students are taking multiple attempts on an assessment? How is the assessment being used across districts, grades, and subject areas?)
- Examples of how results will be communicated and presented to educators, parents, and students
- Plans for gathering feedback from stakeholder groups, particularly teachers and parents

During the TAC debrief with GaDOE and WestEd, the TAC also recommended that each consortium discuss the following topics in future TAC meetings:

- Comparability within the assessment system
- Updates on any independent alignment studies that have been conducted
- Plans for score reporting

Appendix 1D

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

JUNE 2020 TECHNICAL ADVISORY COMMITTEE
(TAC) MEETING REPORT

Georgia MAP Assessment Partnership

July 14, 2020

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

JUNE 2020 TAC MEETING REPORT FOR THE GEORGIA MAP ASSESSMENT PARTNERSHIP

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 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 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 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 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. 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.

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 2: INNOVATIVE ASSESSMENT PILOT APPLICATION ASSURANCES

Alignment

- Aligns with Georgia’s academic content standards (breadth and depth of those standards for all grade-levels and content areas or courses assessed)
- Identifies which students are not making progress toward Georgia’s academic content standards
- Produces results that are comparable to the Georgia Milestones assessments (include methods in the narrative or as attached evidence)

Technical Quality

- Works with expert(s) (external partner or in-house) to ensure technical quality, validity, reliability, and psychometric soundness of the innovative assessment
- Establishes validity and reliability evidence consistent with nationally recognized testing standards
- Assesses student achievement based on state academic content standards in terms of content and cognitive processes, including higher-order thinking skills, and adequately measures student performance across the full performance continuum
- Produces individual and aggregate reports that allow parents, educators, and school leaders to understand and address the specific needs of students
- Provides reports in an easily understandable and timely manner to students, parents, educators, and school leaders
- Developed, to the extent practicable, consistent with the principles of universal design for learning

Accommodations

- Appropriate accommodations will be provided for students with disabilities as defined via their IEP or IAP (provide list of available accommodations as an attachment)
- Appropriate accommodations will be provided for English Learners as defined via their EL/TPC (provide list of available accommodations as an attachment)

Security

- Develops and implements policies and procedures to ensure standardized test administration (i.e., test coordinator manuals, test administration manuals, accommodations manuals, test preparation materials for students and parents, and/or other key documents provided to schools and teachers that address standardized test administration and any accessibility tools and features available for the assessments)
- Delivers training for educators and school leaders to ensure a standardized test administration
- Develops and implements a monitoring process to ensure standardized test administration
- Develops and implements policies and procedures to prevent test irregularities and ensure the integrity of test results
- Develops and implements policies and procedures to protect the integrity and confidentiality of test materials, test-related data, and personally identifiable information

Stakeholder Engagement

- Develops assessment in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations
- Develops capacity for educators and school and district leaders to implement the assessment, interpret results and communicate with stakeholders

Accountability

- Produces a single, summative score for every student
- Produces a comparable growth measurement that can be used for the Progress CCRPI component
- Produces a comparable achievement measurement that can be used for the Content Mastery and Closing Gaps CCRPI components (alignment to Beginning, Developing, Proficient, and Distinguished Learner achievement levels)
- Produces a comparable literacy (Lexile) measurement that can be used for the Readiness CCRPI component
- Produces subgroup results consistent with federal accountability and reporting requirements (e.g., race/ethnicity, gender, English Learners, students with disabilities, migrant, homeless, foster, parent on active military duty)

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

Please specify the end-of-grade and/or end-of-course assessments for which evidence is being provided for the innovative assessment.

ELA	MATHEMATICS	SCIENCE	SOCIAL STUDIES
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 3		
<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 4		
<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 5	
<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 6		
<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 7		
<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 8 <input type="checkbox"/> HS Physical Science (Grade 8)	<input type="checkbox"/> Grade 8
<input type="checkbox"/> American Literature and Composition	<input type="checkbox"/> Algebra I/Coordinate Algebra	<input type="checkbox"/> Biology	<input type="checkbox"/> U.S. History

For each of the assessments selected in the table above, evidence will need to be submitted for each of the criteria in the seven categories below (alignment and comparability, technical quality, accessibility and accommodations, test administration and security, stakeholder engagement, accountability, and conflict of interest). Note that all evidence submitted should be based on grade-level items only. Off-grade items can be included on assessments but cannot be included in the evidence required below.

1 ALIGNMENT & COMPARABILITY

Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents* (pages)	Commentary (Optional)
<p>1</p> <p>Do you have an independent alignment study between the innovative assessment and the Georgia academic content standards (GSEs) for all grades, content areas, and courses?</p> <p>Note: The revised mathematics GSEs are expected to be operational for the 2022-2023 school year and the revised ELA GSEs are expected to be operational for the 2023-2024 school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Alignment study report	<Consortium A Alignment Report 2022.docx> (1-35)	
<p>2</p> <p>Does the alignment study indicate that the innovative assessment adequately reflects Georgia academic content standards for all grades, content areas, and courses in terms of categorical concurrence, balance of representation, depth of knowledge, and range of knowledge?</p> <p>Note: If the innovative assessment is computer adaptive, documentation should demonstrate procedures that ensure the item pool and content constraints result in good alignment at the student level across all ability levels.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Alignment study report <ul style="list-style-type: none"> • Similar to alignment of Georgia Milestones Test blueprints indicating depth of knowledge ranges/cognitive complexity levels Item and passage specifications Item selection procedures	<Consortium A Alignment Report 2022.docx> (32-33)	
<p>3</p> <p>Does the innovative assessment classify students into four achievement levels that are consistent (representing similar levels of knowledge and skill) with those reported for Georgia Milestones?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Achievement level descriptors	<Consortium A Statewide Performance SY21-22.pdf> (2)	

	<p>Note: Direct adoption of Georgia’s ALDs is recommended to satisfy this criterion. If other ALDs are used, they must be justified and the alignment to the Georgia ALDs evaluated.</p>					
4	<p>Are summative classifications of students into the four achievement levels consistent between the innovative assessment and Georgia Milestones for all students and for all subgroups of students across all grades, content areas, and courses?</p> <p>Note: A standard setting is not expected, rather, empirical methods can be used to set cut scores on the innovative assessment that results in consistent student classifications into achievement levels. If the innovative assessment contains any off-grade level items, achievement level classification should be determined using only items that measure on-grade level standards (i.e., the grade in which the student is enrolled) and uses that determination for reporting and accountability. Consortia should also be aware that end-of-course assessments contribute 20% to course grades. The grade conversion score (GCS) is tied to the scale score cuts for Developing Learner and Proficient Learner. Specifically, for Georgia Milestones, the GCS ranges from 0 to 100. GCS=0 is set to the LOSS, GCS=100 is set to the HOSS. GCS=68, 80, and 92 are set to the scale cuts between achievement levels (1/2; 2/3; 3/4). A linear</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Classification consistency methods report, including achievement level classification consistency values and 4 x 4 contingency table for all grades, content areas, and courses for all students and all subgroups of students:</p> <ul style="list-style-type: none"> • Exact Agreement (>0.7) • Exact + Adjacent Agreement (>0.9) • Quadratic Weighted Kappa (>0.85) <p>The report or associated evidence should document, as applicable: methodology, calibration model(s), assumption check results, reliability, mean/range item difficulty, distribution of item types across the scale, student sample exclusions and impact of exclusions, consistency of results by demographic subgroups, comparability of administration conditions (e.g., speededness, format). The classification consistency report should also include an analysis of how comparable student grades are likely to be for end-of-course assessments given the GCS method.</p>	<p><Consortia A vs. Milestones Performance Level Classification Consistency (SY21-22).docx> (1-30; results pages 28-31)</p>	

	transformation is applied to obtain the GCS values between the points above.					
5	<p>Are the students who participate in the innovative assessment representative of the state in terms of demographic composition and achievement?</p> <p>Note: If the answer to this question is no, then provide evidence demonstrating how the sample has been weighted or adjusted to represent the state when necessary.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Table of sample vs. state demographics and achievement (include all subgroups reported in Georgia for accountability)</p> <p>Description of weighting methods or other mechanisms for generalizing sample results to the state.</p>		
6	<p>Do you have a plan for conducting annual comparability analyses between the innovative assessment and Georgia Milestones throughout the remainder of the IADA period?</p> <p>Note: Comparability analyses will require double testing of Georgia Milestones and the innovative assessment for a sample of grades and subjects.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Comparability analysis plan		

*The Evidence Documents column can either contain the file name(s) of the relevant artifact(s), or a hyperlink to the document.

2 TECHNICAL QUALITY

Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1 Have you worked with experts to ensure technical quality, validity, reliability, and psychometric soundness of the innovative assessment?	<input type="checkbox"/>	<input type="checkbox"/>	CVs/qualifications of technical team Meeting agendas or meeting summaries (e.g., internal meetings, WestEd technical assistance meetings, TAC meeting transcripts, other consultant meetings)		

2	<p>Have you established reliability evidence for the summative scores, subscores, and achievement levels generated from the innovative assessment consistent with nationally-recognized testing standards?</p> <p>Notes: For preliminary or on-demand results/scores, demonstrate the technical evaluation procedures used to evaluate consistent reliability, including evaluation of model assumptions/parameters/scale stability. As a point of comparison, the majority of Georgia Milestones EOG and EOC assessments have reliability values of 0.9 and above. Include subscore reliability, but strict reliability criteria will not be required. Decision consistency and accuracy values should be similar to those reported for Georgia Milestones.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Reliability section of the technical report (include overall reliability, subscore reliability, conditional standard errors of measurement, decision consistency, and decision accuracy)</p>		
3	<p>Have you established validity evidence for the innovative assessment consistent with nationally-recognized testing standards?</p> <p>Note: Much of the Comparability assurances criteria also provide validity evidence. Content evidence is most critical, relations to other variables will be available through comparison to Georgia Milestones, and validity evidence should be organized around the five sources of validity evidence described in <i>The Standards</i>. Evidence of test consequences, especially as it relates to the theory of action should be provided as soon as possible.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Validity section of the technical report Blueprints, test specifications, alignment studies</p>		
4	<p>Is the innovative assessment designed to assess student achievement based on</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Score distributions</p>		

	grade-level state academic content standards in terms of content and cognitive processes, including higher-order thinking skills, and to adequately measure summative student performance across the full performance continuum for all students, except students with the most significant cognitive disabilities?			<p>Test blueprints, assessment guides, or other documents indicating depth of knowledge ranges</p> <p>Summary of item types</p> <p>Item and passage specifications</p> <p>Cognitive labs or other studies addressing student cognitive processes</p> <p>Analyses of test information functions demonstrating precision across the performance continuum or other demonstration of information function across the performance continuum</p> <p>CSEM across the scale/at the cut points</p> <p>Analyses (e.g., differential item functioning (DIF), differential test functioning (DTF) analyses) that identify possible bias or inconsistent interpretations of results across student groups</p> <p>Alignment studies</p>		
5	Do you produce individual student score reports?	<input type="checkbox"/>	<input type="checkbox"/>	<p>Example student report</p> <p>Score interpretation guide</p>		
6	Do you produce aggregate score reports?	<input type="checkbox"/>	<input type="checkbox"/>	<p>Example classroom, school, district, consortium reports</p> <p>Score interpretation guide</p>		
7	<p>Have you collected evidence that students, parents, educators, and school leaders are able to use your score reports to make valid score interpretations?</p> <p>Note: Include information about the representativeness of the sample for each stakeholder group.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Reports from cognitive labs, focus groups, etc.</p>		
8	Are score reports provided in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	<p>Reporting timeline (e.g., number of days between the administration and when score users are provided with preliminary and/or final results along</p>		

				with activities occurring between the two milestones)		
9	Have you incorporated principles of Universal Design for Learning into your innovative assessment?	<input type="checkbox"/>	<input type="checkbox"/>	Test development chapter of technical report Accessibility/UDL reports		
10	Have you developed a maintenance and evaluation plan to address longitudinal scale stability, identification and mitigation of parameter drift, and bank maintenance?	<input type="checkbox"/>	<input type="checkbox"/>	Psychometrics, research, and evaluation section of the technical report Details on item pool		

3 ACCESSIBILITY & ACCOMMODATIONS

All students who currently participate in Georgia Milestones must be able to participate in the innovative assessment in order to use the innovative assessment in lieu of Georgia Milestones. A crosswalk of accessibility and accommodation features available on Georgia Milestones and available on the innovative assessment should be provided such that it is possible to see at a glance whether all of the accessibility and accommodation features will be available, and if not, how students will be validly assessed using an alternative accessibility mechanism. Any differences in the way accessibility or accommodation features work in the innovative assessment as compared to Georgia Milestones should be indicated. Over time, the accessibility and accommodation features available for use on the innovative assessment should improve to reach industry best-practice.

Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1 In participating schools, are all students, except those with the most significant cognitive disabilities, participating in the innovative assessment?	<input type="checkbox"/>	<input type="checkbox"/>	Participation rate report Table of sample vs. state demographics and achievement		
2 Are students with disabilities provided with appropriate accommodations as defined by their IEP/IAP?	<input type="checkbox"/>	<input type="checkbox"/>	Relevant sections of the accommodations manual List of available accommodations Braille and VSL materials/resources Results of analyses and/or expert review indicating that accommodations do not alter the construct (e.g., classification consistency studies, DIF studies, person fit studies)		

3	Are English learners provided with appropriate accommodations as defined by their EL/TPC?	<input type="checkbox"/>	<input type="checkbox"/>	Relevant sections of the accommodations manual List of available accommodations Results of analyses and/or expert review indicating that accommodations do not alter the construct (e.g., classification consistency studies, DIF studies, person fit studies)		
4	Do all provided accessibility tools and accommodations comply with all federal laws, including, but not limited to, IDEA, ADA, Section 504 of the Rehabilitation Act of 1973, Title I, ESEA, and FERPA?			Relevant sections of the accommodations manual		

4 TEST ADMINISTRATION & SECURITY

If some of the test administrations do not contribute to a summative score, then the test administration and security requirements could be reduced. However, items from high-stakes administrations should not also be used during low-stakes administrations.

	Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1	Has GOSA monitored your test administrations? Note: The consortia should work with GOSA and GaDOE to develop and implement a test monitoring plan.	<input type="checkbox"/>	<input type="checkbox"/>	Communications with GOSA GOSA audit reports		
2	Do you have policies and procedures to ensure standardized test administration?	<input type="checkbox"/>	<input type="checkbox"/>	Test coordinator manuals, test administration manuals, accommodations manuals, test preparation materials for students and parents, other documents provided to schools and teachers that address standardized test administration and		

				any accessibility tools and features available for the assessments Irregularity reports Proctor/test site training certificates		
3	Are all school staff that are involved in the test administration trained on standardized procedures and test security protocols?	<input type="checkbox"/>	<input type="checkbox"/>	Training presentation slides, documents, agendas Student assessment handbook Administration protocols Accessibility and accommodations manual Other comprehensive test administration policy documents Proctor/test site training certificates		
4	Do you have a process for monitoring the innovative assessment administration?	<input type="checkbox"/>	<input type="checkbox"/>	Relevant sections of the test coordinator manual Consortium monitoring analysis/report		
5	Do you have policies and procedures to prevent testing irregularities and ensure the integrity of test results?			Relevant sections of the student assessment handbook or assessment administration protocol manual Irregularity reports Monitoring results Data forensic methods and results		
6	Do you have test security policies and procedures to protect the integrity and confidentiality of test materials, test-related data, and personally identifiable information as established by the Family Education Rights and Privacy Act (FERPA) and the Georgia Student Data Privacy, Accessibility and Transparency Act of 2016?			Relevant sections of the student assessment handbook, test administration manual		

5 STAKEHOLDER ENGAGEMENT

Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
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1	<p>Did you develop the innovative assessment in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations?</p> <p>Note: Consultation with these groups is required at the beginning on the project; ongoing consultation is not required.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting schedules, meeting agendas, letters of support, meeting participants and associated demographics or background information		
2	Did you develop capacity for educators and schools and districts leaders to implement the innovative assessment, interpret results, and communicate with stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	Training agendas and presentations, meeting schedules, meeting agendas, other training materials, assessment guides, study/resource guides, item and scoring samplers, professional learning offerings, score interpretation guide, data on stakeholder participation in training for test administration, official logs for materials distribution, stakeholder survey results		

6 ACCOUNTABILITY

CCRPI growth, gaps, and literacy measures do not need to be strictly comparable, nor are the innovative assessments required to use the same methods that are currently used for Georgia Milestones. The methods do need to be justified and defensible.

Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1 Do you have a process for identifying students uniquely within and across years so that students' assessment data, schools,	<input type="checkbox"/>	<input type="checkbox"/>	Database with unique student identifiers (e.g., Georgia Testing Identifier [GTID])		

	<p>districts, demographic information, etc. can be used for accountability purposes?</p> <p>Note: The consortia should work with GaDOE to develop a data layout and reporting timeline.</p>					
2	<p>Is the percentage of students (overall and by subgroup) that you assessed in the current academic year at least as high as the percentage assessed using Georgia Milestones in the year previous to the start of the pilot (i.e., 2018-2019)?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Participation rate report		
3	<p>Do you produce a single, summative score for every student?</p> <p>Note: If there is more than one administration during the academic year (e.g., a through-year model), specify which administrations contribute to the summative score and how scores are combined. This description should provide a clear rationale for the calculation of the summative score.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Scoring section of the technical report		
4	<p>Do you produce a growth measure that can be used for the CCRPI Progress component?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Growth measures section of the technical report		
5	<p>Do you produce an achievement measure that can be used for the CCRPI Content Mastery and Closing Gaps components (alignment to Beginning, Developing, Proficient, and Distinguished Learner achievement levels)?</p>			Scoring section of the technical report		
6	<p>Do you produce a literacy (Lexile) measure that can be used for the CCRPI Readiness component?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Classification consistency methods report		

	Note: Classification consistency should be demonstrated for two designations: Reading Status as reported for Georgia Milestones and the literacy indicator as reported for CCRPI.					
7	Do you produce subgroup results consistent with federal accountability and reporting requirements (e.g., race/ethnicity, gender, English Learners, students with disabilities, migrant, homeless, foster, parent on active military duty, economically disadvantaged)?	<input type="checkbox"/>	<input type="checkbox"/>	Consortium summary report		

7 CONFLICT OF INTEREST

	Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1	Is there a conflict of interest (financial or otherwise) for the interested parties participating in the pilot program?	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	
2	Do all activities that are related to this pilot abide by local procurement requirements?	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	

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Georgia MAP Assessment Partnership

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Grantee	Georgia MAP Assessment Partnership
Contact Name	N/A
Contact Email	N/A
Year of Submission	2021

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 (2020–21). 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

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 maintain the value that districts receive from their current interim growth measures while also producing 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.

The COVID-19 pandemic has resulted in a shift in the original timeline for implementation. Knowing that the 2020–21 school year would be focused on the students and educators in the classroom—thus impacting data collection—the decision was made to treat 2020–21 as a building year centered around the creation of infrastructure, research, theory, and definitions of the content constructs on which the through-year assessment system itself will be built. GMAP will be prepared to provide assessment results after field-testing of items beginning in the 2021–22 school year.

The 2020–21 school year, despite being a different year due to the pandemic, was a valuable building and scaling-up time for the GMAP consortium. Key progress made during 2020–21 included the below activities. Please see the following text, as well as Table 6, for a more thorough description of these activities and specific timelines by which they were completed.

Assessment Development

- Achievement Level Descriptor (ALD) and Range ALD (RALD) review and refinement with the Content Advisory Boards (CABs)
- RALD Utility study (Appendix B)
- Content and Bias Review with Georgia educators
- Content development and alignment

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Educator Support

- District Specific Professional Learning around remote testing, school restart, and data and assessment literacy
- Support for existing interim assessments

Data and Reporting

- Family Report research and user feedback
- User research into insights tools and reporting

Technical Work

- Two technical advisory committee (TAC) meetings
- Simulation studies
- Revamped field test planning

Educator Representation and Participation

The GMAP consortium continues to engage educators representing the diversity of Georgia’s student population in the design and development of the assessment system as a mechanism to ensure that the system comprises diverse stakeholders and voices and 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), mathematics, and science at the elementary and middle school levels. Meetings have continued since the inception of the CAB in January 2019 and have been critical to the development of key elements of the assessment system. Sessions have focused on dissecting the content standards for use in a through-year assessment, as well as building item specifications and range achievement level descriptors (RALDs). These sessions have led to alignment activities in which members conduct preliminary gap analysis and develop content that begins to fill the holes in the content pools.

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To date, 52 education professionals have participated in 5 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.

Table 1: CAB Engagement in Year 2 Activities

Member Demographics	
American Indian or Alaskan	18%
Asian	3%
Black or African American	15%
Hispanic	0%
Native Hawaiian or other Pacific Islander	0%
Two or more races	0%
White	63%
Other	0%
Preferred not to answer	3%
Female	90%
Male	8%
Preferred not to answer	2%
Content area(s) taught:	
ELA	40%
Math	35%
Science	25%
Other	7.5%
Grade(s) taught	
Grade 3	40%
Grade 4	35%
Grade 5	33%

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Member Demographics	
Grade 6	28%
Grade 7	35%
Grade 8	40%
Represents students with disabilities	100%
Represents English learners	98%
Represents economically disadvantaged	100%
Represents gifted education	93%

Building on the prior work of the CAB, a group of 47 educators participated in a review of the Range ALDs in January 2021. After receiving training on the Range ALDs, participants were given an opportunity to review them for the grades in which they have experience. Participants reviewed the progressions for the following:

- Each progression focuses on observable evidence of what students at that grade should do under each descriptor for that standard.
- Each progression describes different and specific kinds of evidence students should demonstrate to show an increase in content knowledge, skills, and cognitive processes as they advance over time across the progression.
- Each progression describes increases in content difficulty across the progression, including differences in contextual or scaffolding characteristics.
- Each progression describes increases in cognitive complexity or sophistication of thinking as students advance over time across the progression in a cogent way.
- Each level describes different evidence of what students can do (i.e., there is no significant overlap) for on-grade content.
- The descriptions across the levels begin by describing evidence that serves as an entry point to the on-grade content in the standard, and then progress to evidence that reflects the standard’s primary focus. The descriptions culminate in the most difficult content for the standard and/or a demonstration of higher-order thinking skills with the on-grade content.

Feedback was then taken to the Content Advisory Board to review and update the Range ALDs prior to the June 2021 Content and Bias Review. Details about participating member educators, as well as the students and grades they represent, can be found in Table 2.

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Table 2: Range ALD Review Participation

Participant Demographics	
American Indian or Alaskan Native	2%
Asian	0%
Hispanic	0%
Black or African American	15%
Two or more races	4%
White	81%
Other	0%
Preferred not to answer	0%
Female	96%
Male	4%
Preferred not to answer	0%
Content area(s) taught:	
ELA	38%
Math	43%
Science	6%
All	13%
Grade(s) taught	
Grade 3	13%
Grade 4	13%
Grade 5	17%
Grade 6	15%
Grade 7	19%
Grade 8	17%

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Participant Demographics	
Grades 3–5	2%
Grades 6–8	4%
Represents students with disabilities	89%
Represents English learners	94%
Represents economically disadvantaged	96%
Represents gifted education	94%

Range achievement level descriptors describe how students typically progress in learning from beginning to distinguished levels of achievement across Georgia content standards. RALDs have the potential to provide a common interpretive framework both for test designers and for users of formative, interim, and summative tests. Because RALDs are central to the development efforts of the GMAP through-year assessment system, additional care was taken (via a series of qualitative research activities) to ensure that educator voice was informing the development of the solution. NWEA and GMAP conducted a small-scale qualitative pilot study across multiple focus groups of Georgia educators to explore the potential utility of RALDs in the classroom. Through these focus groups, additional work sessions, and an online survey conducted between January 2020 and March 2021, we gained a better understanding of how Georgia schools address the learning needs of off-grade students and the extent to which RALDs used within a through-year assessment may be useful to teachers and district leaders.

The study took place across four focus groups and two work sessions: one for ELA and another for math. A total of 19 individuals participated from GMAP districts. The study was conducted in two phases. In Phase 1, education leaders discussed how they identified students as off grade, parameters around providing off-grade instruction, the nature of Tier 2 and Tier 3 instruction, content standards most in need of remediation, curricular programs, and the use of RALDs in instruction. In Phase 2, five educators from Clayton County School District participated in a work session to review student work samples and align them to a sample of RALDs in grade 6. During focus groups, district curriculum leaders reported a strong preference for allowing off-grade adaptivity in a through-year computer adaptive test model that provides fine-grained instructional guidance, and they were receptive to the idea of using RALDs as an interpretive lens. Teachers who identified as members of racially and ethnically diverse groups, and who serve in a historically lower-income and underperforming school community, participated in this part of the study to ensure that the voices of those traditionally underserved in the system were prominent in the project. During teacher work sessions where teachers were asked to align samples of their students' work to RALDs, we observed that teachers could align work samples to on-grade and below-grade RALDs, but they did not always agree with each other initially and some teachers had lower expectations than others. The teacher-to-teacher dialogue surrounding expectations seemed to increase mutual understanding of the meaning of the RALDs.

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This study provided initial evidence that the studied RALDs do align to a sample of learning activities of below-grade and on-grade students, and it highlights the potential value of teacher workshops that can calibrate teacher interpretations of RALDs. Currently, the primary role of RALDs has been to guide item development and alignment and to improve construct-relevant variability in the computer adaptive test (CAT) item pool. Further research is planned to determine to what extent RALDs can be used in score reporting to inform instructional decisions.

In June 2021, 45 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 to review items for content validity and any possible sources of bias and sensitivity issues. While Georgia educators had already provided input on item and content specifications via the CAB process, 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 conducive to valuable professional development for participants.

Stakeholders participating in these reviews received training at the beginning of each session delivered collaboratively by NWEA and the Georgia Center for Assessment. Participants received checklists to refer to during the reviews, and they 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
- Adherence to specifications

Details about participating educators and the students and grades they represent can be found in Table 3.

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Table 3: Educator Engagement

Representative Demographics	
American India or Alaskan	0%
Asian	0%
Black or African American	15%
Hispanic	0%
Native Hawaiian or other Pacific Islander	0%
Two or more races	2%
White	78%
Other	2%
Preferred not to answer	2%
Female	98%
Male	2%
Preferred not to answer	0%
Content area(s) taught:	
ELA	51%
Math	49%
Science	12%
Other	10%
Grade(s) taught	
Grade 3	15%
Grade 4	20%
Grade 5	20%
Grade 6	15%
Grade 7	29%

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Representative Demographics	
Grade 8	15%
Represents students with disabilities	95%
Represents English learners	95%
Represents economically disadvantaged	100%
Represents gifted education	88%

One notable success for the program this year was the allocation of funding by the Georgia state legislature to support Georgia educators in their work to help develop and shape these innovative assessments. The legislature allocated a portion of the amended FY 21 General Assembly funds to support these workshops via stipends, training and materials development, and collaboration with the Georgia Center for Assessment.

Participation in Professional Learning

In addition to more traditional development work, 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, funded in part by NWEA’s Walton Family Foundation grant, 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.

As a result of the global pandemic, the original plans for professional learning slowed during the 2020–21 school year. Some districts that had hoped to engage in professional learning with NWEA needed to postpone due to the overwhelming challenges teachers faced. Because of this, differentiated learning plans were developed in partnership with three individual local education agency (LEA) leaders. These district- and/or school-specific plans were informed by conversations with district leaders, a needs assessment, and a district-wide survey. In addition to developing district-specific professional learning plans, NWEA engaged GMAP leaders in a professional learning network. Leaders from the majority of districts participated in the network convenings, even if they did not have a professional learning plan enacted for their teachers. The network also served as a recruiting tool as interested districts were invited to participate and then joined the consortium.

Thirty-four educators across the eight districts identified in Table 4 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

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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.

Table 4 shows the districts represented in the planning to date. Demographics of the students that these districts represent can be found in Appendix A.

Table 4: District Participation and Plans Around Professional Learning

District	Planned Year	Status
Barrow	2020–21	Differentiated plan enacted during the 2020–21 school year.
	2020–21	Participated in GMAP Leadership Network.
Jackson	2020–21	Differentiated plan enacted during the 2020–21 school year.
	2020–21	Participated in GMAP Leadership Network.
Marietta	2020–21	Differentiated plan enacted during the 2020–21 school year.
	2020–21	Participated in GMAP Leadership Network.
Clayton	2020–21	Participated in GMAP Leadership Network.
Floyd	2020–21	Participated in GMAP Leadership Network.
Haralson	2020–21	Participated in GMAP Leadership Network.

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District	Planned Year	Status
Jasper	2020–21	Participated in GMAP Leadership Network.
Dalton	2020–21	Did not participate in the 2020–21 school year.
<i>Future</i>		
Barrow	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Calhoun	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Chattahoochee	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Chattooga	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Clayton	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Evans	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Floyd	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
	2021–22	Differentiated plan prepared for the 2021–22 school year.

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District	Planned Year	Status
Georgia Cyber Academy	2021–22	Anticipated to participate in GMAP Leadership Network.
Haralson	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Jackson	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Jasper	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Marietta	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Oglethorpe	2021–22	Differentiated plan prepared for the 2021–22 school year.
	2021–22	Anticipated to participate in GMAP Leadership Network.
Colquitt	2021–22	New GMAP district; has access to consortium-wide professional learning.
Houston	2021–22	New GMAP district; has access to consortium-wide professional learning.
Seminole	2021–22	New GMAP district; has access to consortium-wide professional learning.
Treutlen	2021–22	New GMAP district; has access to consortium-wide professional learning.

In addition to the activities listed above, GMAP was also offered the opportunity to utilize additional funds from the amended FY 21 General Assembly budget. A portion of these funds went toward professional learning to support educators and school and district leaders in developing

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capacity to implement the assessment, interpret results, and communicate with stakeholders. The scope of this professional learning activity includes providing in-depth planning to support professional development around the assessment system for Spring 2021 and through the 2021–22 school year, participating in monthly coaching and planning with district leadership teams, participating in virtual professional learning workshops for educators, and providing a professional network to support leaders. As of June 30, 2021, the majority of GMAP districts have a plan for professional learning in place for the 2021–22 school year (Table 4), and a selection of virtual seminars will be made available to educators across the consortium to support districts that are new to GMAP.

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 to advance parents' and guardians' understanding of their children's educational experience. The report is designed to help educators effectively explain and present information about academic growth and proficiency to parents and guardians throughout the year, in a way that minimizes potential 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 and guardians, and students to work together to support and challenge students. While the scope of this research is not limited to Georgia, it has been and will continue to be a priority to ensure that the voices of Georgia stakeholders are included in the process. 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 continued through Spring 2021 and was 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. Phase I objectives included: 1) Understand the assumptions that 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 Reports; 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.

Phase III objectives included: Use feedback from teachers and parents/guardians to create revisions to the through-year assessment Family Report,

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including revisions to text, graphs, and assessment description; 2) 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
- Public school teachers of 3rd–8th grade

Parents and guardians were recruited for a mix of gender, race and ethnicity, child 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 appears in Table 5 below.

Table 5: Parents/Guardians and Educators Participating in Year 2 Activities around Report Development

	GMAP Phase 1 (Feb. 2020)	GMAP Phase 2 (May 2020)	Family Report – GMAP Phase 3 (Oct. 2020)	Additional Reporting Research (Dec. 2020 – Feb. 2021)
Georgia Parent/Guardian Gender	<u>Focus Group 1</u> <ul style="list-style-type: none"> • Female: 6 • Male: 2 <u>Focus Group 2</u> <ul style="list-style-type: none"> • Female: 5 • Male: 3 <u>Dyad 1 and 2</u> <ul style="list-style-type: none"> • Female: 2 	<ul style="list-style-type: none"> • Female: 3 • Male: 4 	<ul style="list-style-type: none"> • Female: 1 	N/A
Georgia Parent/Guardian Race/Ethnicity	<u>Focus Group 1</u> <ul style="list-style-type: none"> • Black/African American: 3 • Hispanic/Latino: 1 	<ul style="list-style-type: none"> • Asian/Pacific Islander: 0 • Black/African American: 3 	<ul style="list-style-type: none"> • White: 1 	N/A

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	GMAP Phase 1 (Feb. 2020)	GMAP Phase 2 (May 2020)	Family Report – GMAP Phase 3 (Oct. 2020)	Additional Reporting Research (Dec. 2020 – Feb. 2021)
	<ul style="list-style-type: none"> • White/Caucasian: 4 <u>Focus Group 2</u> <ul style="list-style-type: none"> • Black/African American: 4 • Hispanic/Latino: 2 • White/Caucasian: 2 <u>Dyad 1</u> <ul style="list-style-type: none"> • Black/African American: 2 <u>Dyad 2</u> <ul style="list-style-type: none"> • White/Caucasian: 2 	<ul style="list-style-type: none"> • White/Caucasian: 4 • Other: 0 		
Georgia Parent/Guardian Income Level	Not available	<ul style="list-style-type: none"> • \$35,000–\$49,999: 4 • \$50,000–\$74,999: 1 • \$75,000–\$99,999: 1 • \$100,000+: 1 	Not available	N/A
Georgia Schools	Not available	<ul style="list-style-type: none"> • Pearson’s ES3—Atkinson County School District • Dacula ES—Gwinnett County Public Schools • Patrick ES—Gwinnett County Public Schools • Creekland MS—Gwinnett County Public Schools 	Not available	N/A

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	GMAP Phase 1 (Feb. 2020)	GMAP Phase 2 (May 2020)	Family Report – GMAP Phase 3 (Oct. 2020)	Additional Reporting Research (Dec. 2020 – Feb. 2021)
		<ul style="list-style-type: none"> • Sutton MS— Atlanta City Public Schools • DeSana MS— Forsyth County Schools • Little Mill MS— Forsyth County Schools 		
Georgia Teachers Gender	<ul style="list-style-type: none"> • Female: 7 • Male: 1 	<ul style="list-style-type: none"> • Female: 3 • Male: 0 	<ul style="list-style-type: none"> • Female: 4 • Male: 0 	Teachers/District Admins <ul style="list-style-type: none"> • Female: 22 • Male: 5
Georgia Teachers Race/Ethnicity	Focus Group: <ul style="list-style-type: none"> • White/Caucasian: 6 • Black/African American: 2 	<ul style="list-style-type: none"> • White/Caucasian: 2 • Black/African American: 1 	<ul style="list-style-type: none"> • White: 3 • Black/African American: 1 	Teachers/District Admins <ul style="list-style-type: none"> • White: 26 • Black/African American: 1
Georgia Teachers Title I Eligible School	Not available	<ul style="list-style-type: none"> • Yes: 2 • No: 1 • Not Sure: 0 	Not available	N/A
Schools	Not available	<ul style="list-style-type: none"> • Forsyth County (x2, both in elementary schools) • Fulton County (middle school) 	Not available	

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Year 2 Activities and Key Milestones

School closures and educational disruptions due to the COVID-19 pandemic in Spring 2020 made 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 2020–21 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. In 2021–22, the current required interim and Georgia state assessments were administered, and development work continued to establish a strong foundational backbone for the through-year assessment. The intention for Spring 2022 is that GMAP districts will participate in a field test that will support data and comparability analysis.

Development work continued in 2020–21 as NWEA built out ELA and mathematics content to meet the adaptive needs of the through-year assessment. GMAP CAB members continued to partner with NWEA to refine the content and RALDs to create well-defined constructs for each area. For science, NWEA finalized RALDs, aligned any existing MAP Growth content eligible for the through-year assessment, began building out the preliminary content development plan, and began creating content to fill out that plan, which was reviewed along with additional ELA and mathematics content in Summer 2021.

Because there was no summative testing in 2019–20 and COVID-19 learning disruptions made 2020–21 an atypical year for students, psychometric research plans were thoughtfully considered to ensure the system is being designed to provide the best possible information about students. In 2020–21, the NWEA psychometrics team ran simulations to begin to configure the adaptive engine that will be used to support the assessment, and the team drafted a multi-year field test plan that the Technical Advisory Committee (TAC) reviewed. The plan supports having a multi-study approach to field testing for the 2021–22 school year and a research-based path to the operational through-year assessment. The goal is to implement a through-year pilot in 2022–2023, and a solution ready to demonstrate in ELA and mathematics by 2023–24. Science will follow one year behind ELA and mathematics.

Table 6 details some of the key developmental activities completed and scheduled thus far in the through-year program.

Table 6: Key Year 2 Activities

Dates	Activities	Status	Parties Responsible
August 2020	Review of science item specifications and ALDs with Science CAB	Complete	Vendor/CAB Members
August 2020	PL Networking Opportunity: Remote Testing	Complete	Vendor/GMAP District Leads and PL staff

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Dates	Activities	Status	Parties Responsible
Summer to Winter 2020–21	Professional learning support following the return to school after the COVID-19 closure	Complete	Vendor
Fall to Winter 2020–21	Continued Family Report development and research	Complete	Vendor
Fall to Winter 2020–21	Development and review of full field-test plans	Complete	Vendor/GMAP district leads
September 2020	ELA and Math CAB Meetings: Review of feedback from Content/Bias review	Complete	Vendor/CAB Members
October 2020	Walton Family Reports user feedback on teacher reports	Complete	Vendor/district stakeholders (teachers)
December 2020	TAC Meeting—Share NWEA/GMAP plan with TAC for feedback	Complete	Vendor/GMAP district leads
Winter to Spring 2020–21	Professional learning to support data and assessment literacy and transition to through-year system	Complete	Vendor
January – February 2021	Stakeholder feedback of instructional insights tools, teacher reports, and district reports	Complete	Vendor/district stakeholders
January 2021	Georgia educator review of range ALDs	Complete	Vendor/GA educators
February 2021	ALD Utility Study	Complete	Vendor/GA educators
March 2020	CAB meetings: ELA, mathematics, and science range ALD feedback	Complete	Vendor/CAB Members
June 2021	Content/Bias review: ELA, mathematics, and science items with Georgia educators	Complete	Vendor/GA educators
2020–21 school year: Content Development	CAB Meetings and development work: <ul style="list-style-type: none"> • ELA and mathematics content development • Science RALDs, alignment, development planning • Science content development begins 	In Progress	Vendor/CAB Members
2020–21 school year: Psychometrics	Psychometric simulations	In Progress	Vendor
2021–22 school year: Administrations	Existing interim assessments given in fall, winter, spring State summative assessments (Georgia Milestones, etc.)	In Progress	Vendor/GMAP Districts

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Table 7 lists the anticipated high-level key activities for the program, which are subject to change to meet GMAP needs.

Table 7: Anticipated Key Activities

Dates	Activities	Parties Responsible
Summer to Winter 2021–22	Professional learning to support assessment literacy and formative assessment practices	Vendor/GMAP district leads
Fall to Winter 2021–22	Continued Family Report development and research	Vendor/GMAP district leads
Winter to Spring 2021–22	Professional learning to support data and assessment literacy and transition to through-year system	Vendor
2021–22 school year: Content Development	<ul style="list-style-type: none"> • CAB Meetings and development work: ELA, mathematics, and science content development 	Vendor/CAB Members
2021–22 school year: Psychometrics	Psychometric simulations	Vendor
2021–22 school year: Administrations	Existing interim assessments given in fall, winter, spring (if needed) Field-test of through-year assessments in spring State summative assessments (Georgia Milestones, etc.) given in spring per Georgia DOE requirements Summer 2022 comparability analysis using Milestones and field test data	Vendor/GMAP Districts
Summer 2022	Content review: ELA, mathematics, and science items	Vendor
2022–23 school year	Through-year assessments given* Comparability validation	Vendor/GMAP Districts

*Assuming GaDOE approval not to double test

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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.

Statewide implementation is planned after the final year of the application if the state decides to move forward with one of the pilots. While the GMAP consortium has a process for adding districts, the state has not issued final guidance as to how it will formally consider additional districts as IADA participants. GMAP continues to wait for this information as it continues its collaborations with additional districts that are already in progress. A list of GMAP-approved districts appears later in this report.

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

- The list of LEAs that participated 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 was administered in 2020–21.
- The list of LEAs that will participate in the 2021–22 school year.
- For each participating LEA, the list of participating schools in 2021–22 .
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2021–22 (a sample of the data structure is provided below; if the list of participating LEAs and schools is long, it may be submitted as an attachment).

School Year	LEA Name	School Name	Grade(s) and Subject(s) in which the Innovative Assessment System Was/Will Be Administered
2020–21	LEA 1	School A	
2020–21	LEA 1	School B	
2020–21	LEA 1	School C	
2020–21	LEA 2	School A	
2020–21	LEA 2	School B	
2020–21	LEA 2	School C	
2021–22	LEA 1	School A	
2021–22	LEA 1	School B	
2021–22	LEA 1	School C	
2021–22	LEA 2	School A	
2021–22	LEA 2	School B	
2021–22	LEA 2	School C	

Due to the COVID-19 interruption, school districts were focused on reopening plans as a first priority in the 2020–21 school year. To allow districts to maximize the time spent on instruction in 2020–21, new assessments being developed under the GMAP portion of the IADA pilot were not field tested in that school year. Appendix A contains the list of GMAP Local Educational Agencies (LEAs) and schools that intend to administer the GMAP field tests in the spring of 2022. The plan is to administer field tests in ELA and mathematics to a census of the GMAP general education students in grades 3–8. Science field tests in grade 5 and 8 will be implemented in the spring of 2023.

The GMAP consortium has continued to have conversations with other districts who have expressed interest in participating in the GMAP IADA pilots, and the consortium has added members per its guidelines.

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Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system. This information may come from the State's annual evaluation of its IADA assessment system. The information should include how data, feedback, evaluation results, and other information are used to improve the quality of the IADA assessment system (e.g., summary report of recommended changes from teachers/principals/school leaders, summary feedback from test administrator or scorer training, summary feedback from parent meetings).

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 20 districts. Table 7 lists current partners and their membership status. This additional participation supports the consortium's ability to collect comparability data, build a more robust system due to increased ability to increase the item pool, collect additional feedback on the system, and improve the assessment system overall.

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

Collaborating Partner 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 well 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 Districts remain informed about the development process and will give the assessments, but they 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 Districts support the pilot by participating in the assessment, but they do not participate in the regular informational meetings or in the decision-making, design, and development process. Participating partners do not have voting 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.

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Table 7: Current GMAP Membership

District (month/year joined)	Category
Barrow County School System (9/2018)	Collaborating Partner District
Clayton County School System (9/2018)	Collaborating Partner District
Dalton Public Schools (9/2018)	Collaborating Partner District
Floyd County Schools (9/2018)	Collaborating Partner District
Haralson County Schools (9/2018)	Collaborating Partner District
Jackson County Schools (9/2018)	Collaborating Partner District
Jasper County Schools (9/2018)	Collaborating Partner District
Marietta City Schools (9/2018)	Collaborating Partner District
Calhoun City (11/2020)	Affiliate Partner District
Chattooga County Schools (1/2020)	Affiliate Partner District
Colquitt County Schools (6/2021)	Affiliate Partner District
Evans County Schools (12/2019)	Affiliate Partner District
Houston County Schools (6/2021)	Affiliate Partner District
Oglethorpe County Schools (11/2019)	Affiliate Partner District
Seminole County Schools (6/2021)	Affiliate Partner District
Social Circle City Schools (11/2019)	Affiliate Partner District
Treutlen County Schools (6/2021)	Affiliate Partner District
Trion City Schools (4/2020)	Affiliate Partner District
Chattahoochee County (11/2020)	Participating Partner District
Georgia Cyber Academy (8/2020)	Participating Partner District

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To gather feedback and collaborate on the implementation of the innovative assessment system with the GMAP consortium, there are several 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.

Table 8a: Regular GMAP Meetings and Collaboration Opportunities

Type of Communication	Target Audience	Description/Purpose	Frequency
GMAP consortium meetings*	GMAP district leads	For GMAP district leads to discuss plans, milestones, and schedules internally	Monthly
Awareness meetings with districts*	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
NWEA/GMAP status meetings	GMAP district leads and key NWEA team members	Recap discussion and actions including: <ul style="list-style-type: none"> • Program schedule and milestone update • Review detailed plans (tasks, assignments, and action items) • Action tracker update • Collect feedback from districts on needs for understanding and communication of assessment system 	Monthly
Quarterly NWEA/GMAP meetings	GMAP district leads and key NWEA team members	To discuss status and next steps for the innovative assessment with district leads <ul style="list-style-type: none"> • Review and approve the work plan, program schedule, communication plan, and stakeholder roles and responsibilities for the upcoming quarter • Collect feedback from districts on needs for understanding and communication of assessment system 	Quarterly
TAC meetings	TAC members, key GMAP district leads, key members of NWEA team	TAC meetings established by WestEd and GMAP district leads <ul style="list-style-type: none"> • Collect feedback from TAC on the assessment system 	Twice per year

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Type of Communication	Target Audience	Description/Purpose	Frequency
Consulting meetings with WestEd	Key GMAP district leads, key members of NWEA team	WestEd provides technical advice and recommendations on assessment design, preparation for TAC meetings, and IADA requirements	Monthly
CAB meetings	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 in their respective content areas, and in some cases, grade band. Membership comprises classroom educators, curriculum and instructional leads, coaches, Exceptional Education specialists, and/or ELL specialists. General meetings are typically held twice a year, in addition to periodic virtual discussion. The CAB also collects feedback from districts on the assessment system	Quarterly or as needed
Teacher committees	Georgia educators selected by GMAP district leads and CAB members	Item/Bias: Educator involvement in item reviews provides another opportunity to promote the professional development of participants and ensure that the material is appropriate. Participants receive training at the beginning of each review session and are provided checklists to refer to during the reviews. <ul style="list-style-type: none"> ● Collect feedback from districts on the assessment system 	As needed

*Indicates GMAP-led meetings

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Table 8b: General Program Communication Artifacts

Type of Communication	Target Audience	Description/Purpose	Method of Distribution
Logistics for content development and review meetings	GMAP educators selected by GMAP district leads	To provide workshop details and manage travel logistics	Email
Content development and review meetings	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
Monthly updates (starting 2021–22 school year)	GMAP district leads	To provide draft text for GMAP district leads to distribute to district stakeholders as appropriate	Email
Newsletters	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 taking place among participating districts	Email

Table 8c: Official Status and Reports

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

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.

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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 data after field testing of items begins in future years, beginning in spring of the 2021–22 school year. Appendix A provides the current list of schools that intend to participate when data is collected.

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 (2020–21).

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

School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2020–21	School A	All students	See Appendix A		n/a	n/a
2020–21	School A	Economically disadvantaged			n/a	n/a
2020–21	School A	Major racial and ethnic groups in State (list by each group)			n/a	n/a
2020–21	School A	Children with disabilities			n/a	n/a
2020–21	School A	English learners			n/a	n/a

The innovative assessment system has not been administered statewide, nor has it been administered within the GMAP districts. 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. This file includes the information listed in the sample data table provided above, except the last two columns: ‘number of students participating in the IADA Assessment’ and ‘% proficient in the IADA assessment’. These columns are not included because the IADA assessments have not yet been administered so no data exists yet. The plan is to administer field tests in ELA and mathematics to a census of the

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GMAP general education students in grades 3 – 8 in spring of 2022. Science field tests in grade 5 and 8 will be implemented in spring of 2023. The list will be maintained or added to depending on recruitment of additional districts for the 2021-2022 and subsequent testing years.

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 2020–21 school year, the consortium had 114,691 students enrolled in elementary, middle, and high schools, among whom 68.0% represented racial-ethnic minority groups, 14.5% were in special education, 7.8% were English Learners, and 70.6% 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 2022.

III.B. For any schools or LEAs that will participate for the first time in the following year (2021–22), 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).

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

School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2021–22	School A	All students	See Appendix A.		n/a	n/a
2021–22	School A	Economically disadvantaged			n/a	n/a

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School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2021–22	School A	Major racial and ethnic groups in State (list by each group)			n/a	n/a
2021–22	School A	Children with disabilities			n/a	n/a
2021–22	School A	English learners			n/a	n/a

At this point in time, all GMAP schools will be participating in GMAP field tests for the first time starting in the spring of 2022. Based on the information known today, Appendix A includes details on the schools that intend to participate when data is collected. This file includes the information listed in the sample data table provided above, except that the number of students participating in the IADA Assessment or % proficient in the IADA assessment. These columns are not included because the IADA assessments have not yet been administered. The plan is to administer field tests in ELA and mathematics to a census of the GMAP general education students in grades 3–8, in spring of 2022. Science field tests in grade 5 and 8 will be implemented in the spring of 2023. The list will be maintained or added to depending on recruitment of additional districts for 20212021–22 and subsequent testing years.

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IV: Consultation and Feedback

Describe feedback obtained during the reporting year (2020–21) 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.

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-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
<p>Consultation. Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with:</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>Most feedback was collected via open-forum discussions that accompanied presentations and was 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 and part advisory group, and it represents a wide swath of student interests as seen in Table 5a. Educator feedback was also gathered</p>	<p>Overall, because of the school closures related to the COVID-19 pandemic, the innovative assessments were not administered in 2020–21. Therefore, specific feedback on satisfaction with the GMAP pilot was not collected during the period being evaluated. However, while the system has not yet been fully rolled out for formal feedback collection, feedback has continuously informed development and research activities in the 2020–21 year. GMAP will be prepared to provide further details on the solicitation of feedback on the assessment system in 2021–22, the first administration year. In the meantime, GMAP continues to work with educators and other Georgia stakeholders on assessment development activities in preparation for the first administration. We do collect feedback in the course of this work, as summarized below.</p>

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<p style="text-align: center;">Requirement</p>	<p style="text-align: center;">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-hand column).</p>	<p style="text-align: center;">Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).</p>
<p>(iv) Representatives of Indian tribes located in the State; (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and (vi) Civil rights organizations.</p>	<p>specifically for Range ALDs (training and surveys) and Content and Bias Review of item development.</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. See Appendix C for the WestEd report of the December 2020 TAC.</p> <p>Below is a list of consultation events:</p> <ul style="list-style-type: none"> • GMAP Promotional Webinar <ul style="list-style-type: none"> ○ 4/14/2021, virtual ○ Presenters: Michael Huneke (Marietta City Schools), Michael Tappler (Clayton County Schools), Jennie Persinger (Barrow County Schools) ○ Subject: Overview of GMAP • GSSA Presentation <ul style="list-style-type: none"> ○ 4/21/2021 	<p>Participating teachers at each participating LEA:</p> <ul style="list-style-type: none"> • Teachers participated in the Walton Family Foundation grant focused on the Family and Teacher report. Each GMAP district had the opportunity to have its teachers participate. Feedback was related to reports and language, and understanding around growth and proficiency was gathered through formal surveys and focus groups. While not specific to the assessment system because it was not administered, the feedback here contributed to school leaders’ current understanding of assessment and enhancements that could be made to improve understanding. What feedback we did collect indicated that educators and parents/guardians thought that professional learning greatly enhanced district educators’ and parents’ understanding of the assessments and reports. • Each GMAP district had the opportunity to provide educators from their district to participate in the Content Advisory Boards. Through these CABs, educator feedback is regularly captured during CAB meetings and is used to drive the design process and assessment specifications. Though we lack feedback on the assessment system because

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	<ul style="list-style-type: none"> ○ Presenters: Michael Huneke (Marietta City Schools), Garron Gianopulos (NWEA) ○ Subject: Test Design and Comparability ● State Board of Education (BOE) Retreat <ul style="list-style-type: none"> ○ 4/23/2021 ○ Presenters: Dr. Belinda Walters-Brazile (Marietta City Schools), Michael Huneke (Marietta City Schools), Michael Tappler (Clayton County Schools) ○ Subject: Update on the consortium 	<p>it was not administered, the feedback on the assessment development was crucial to further building awareness.</p> <ul style="list-style-type: none"> ● Each GMAP district had the opportunity to send educators from their district to participate in the Content and Bias Reviews. At the end of each workshop, participating educators could provide input regarding their satisfaction with the workshop. <p>Principals and/or other school leaders at each participating LEA:</p> <ul style="list-style-type: none"> ● School leaders participated in the Walton Family Foundation grant focused on the Family and Teacher report. Each GMAP district had the opportunity to have its teachers participate. Feedback was related to reports and language, and understanding around growth and proficiency was gathered through formal surveys and focus groups. While not specific to the assessment system (because it was not administered), the feedback here contributed to school leaders' current understanding of assessment and enhancements that could be made to improve understanding. What feedback we did collect indicated that educators and parents/guardians thought that professional learning greatly enhanced district educators'

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		<p>and parents’ understanding of the assessments and reports.</p> <ul style="list-style-type: none"> • Also with the Walton Family Foundation grant, school leaders provided feedback on professional learning, which was gathered through informal conversations with the district leads. Each GMAP district had the opportunity to send district school leaders to participate. As with the Family Report, while the feedback was not specific to the assessment system (because the system was not administered), the feedback played a role in developing professional learning to build awareness and networks. The feedback we did collect indicated that many district and school leaders who were engaged in planning were excited about the through-year assessment model and were looking forward to the transition. They also expressed appreciation on multiple occasions for NWEA’s flexibility in offering differentiated learning plans that align with the current realities of COVID-19-related school closures and remote learning. <p>Parents/guardians of students at each participating LEA:</p> <ul style="list-style-type: none"> • Parents/guardians participated in the Walton Family Foundation grant focused on the Family Report. Each GMAP district had the

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		<p>opportunity to send parents/guardians from their district to participate. Feedback was related to Family Reports and language, and understanding around growth and proficiency was gathered through formal surveys and focus groups. While not specific to the assessment system as a whole (because it was not administered), the feedback here contributed to the current understanding from parents/guardians of assessment and enhancements that could be made to improve understanding.</p> <p>Awareness/Open-Forum Sessions: These sessions are held with Georgia stakeholders to make them aware of what 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 through-year assessment works and how it differs from MAP Growth. 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 also led to the addition of our</p>

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		<p>newest partners and to many other districts contemplating joining the consortium.</p> <p>District: Floyd No feedback</p> <p>District: Jasper Feedback: We have elicited feedback during Q&A sessions at meetings and presentations at the district and school level. So far, the only questions have concerned when the transition will take place and how the testing information gathered will be different from Milestones and MAP. Parents are familiar with MAP and appreciate the reports that MAP provides.</p> <p>District: Marietta City Schools Feedback: So far the feedback from the staff has been positive but with the field test still one and half years away, there isn't much in depth conversation or questions yet.</p>

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<p style="text-align: center;">Requirement</p>	<p style="text-align: center;">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-hand column).</p>	<p style="text-align: center;">Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).</p>
	<ul style="list-style-type: none"> • District Name: Floyd County Schools <ul style="list-style-type: none"> ○ Event: Assessment Update <ul style="list-style-type: none"> ▪ Presentation description: Updates on GMAP/MAP Monthly to principals, directors, and leadership ▪ Date(s): July 22, Aug. 19, Sept. 23, Oct. 21, Nov. 18, Dec. 9, Jan. 20, Feb. 17, Mar. 17, Apr. 21, May 19 ▪ Attendees: Principals, Directors, Administrators ▪ Method of feedback collected: questions at the end. • District: Jasper County <ul style="list-style-type: none"> ○ Event: District Meetings <ul style="list-style-type: none"> ▪ Date: Monthly ▪ Family Engagement: Jan. 2021, Mar. 2021 ▪ Description: District meetings allow District Lead to share information with district leaders and answer questions, discuss concerns, plan, and evaluate the process. During these meetings the Superintendent, ELL, Special Ed Director, and Family Engagement Coordinator are always present. Our Family 	

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	<p>Engagement Coordinator takes notes and disseminates appropriate material to stakeholders via the web, virtual meetings, school meetings, etc.</p> <ul style="list-style-type: none"> ▪ Administrative meetings are held by the Superintendent with principals and other school leaders to discuss calendars, testing procedures, goals, and objectives, as well as to elicit feedback. ▪ The Superintendent also discusses GMAP during board meetings to inform the board and the public about our progress toward implementation. 	
<p><u>Feedback on satisfaction with system. Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups</u> (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 2020–21 year. In particular, learnings from CAB members, 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>Feedback was gathered in 1:1 usability sessions from educators and parents/guardians from GMAP districts. 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>

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	<p>Feedback on Walton Family Foundation Professional Learning and Reports development was gathered through formal focus groups and planning sessions with parents/guardians, educators, and school leaders.</p> <p>GMAP also implemented a survey collection system in this reporting year to collect stakeholder feedback. When GMAP districts present on GMAP, a survey link is provided to attendees. At this point, presentations have been only to district leaders. See Appendix D for a report on feedback.</p> <p>Feedback from CABs made up of educators and district leaders was gathered through in-person and virtual meetings to discuss development of item and test specifications:</p> <ul style="list-style-type: none"> • Sept. 2019—Math and ELA item specs • Feb. 2020—ELA performance task rubrics • May 2020—Math and ELA item/test specs; Science kickoff • July 2020—Additional feedback will be solicited during the GMAP Content and Bias Review with the CAB members and additional educators from the districts 	<p>Feedback on professional learning showed that many of the district and school leaders engaged in planning were excited about the through-year assessment model and were looking forward to the transition. They also expressed appreciation on multiple occasions about NWEA’s flexibility in offering differentiated learning plans that align with the current realities of COVID-19-related school closures and remote learning.</p> <p>Our instructional tool prototype (a tool for teachers that automatically assigns and tracks instructional resources for their students, as well as groups of students based on similar response patterns) was tested with multiple teachers and school and district administrators within GMAP (N=27). They expressed overall excitement for the tool and reported that it was something that is needed for the work they do. Feedback was collected either through 1:1 interviews or an unmoderated session. The feedback received is still being incorporated and discussed in considerations for the next iteration of testing.</p> <p>CAB feedback has been positive due to the way we have implemented feedback between meetings and approved item specifications. The specifications that the CABs approved were then used during item development. These items will</p>

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		<p>be reviewed in July 2021 by CAB members and educators. We will also be soliciting additional feedback during the meeting. CABs have also expressed that they appreciate being able to discuss topics with other stakeholders to better understand the overall student population.</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. CAB members expressed appreciation for the attention to consistency, which will make feedback to teachers more efficacious. 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>From the stakeholder feedback survey, many districts expressed interest in the GMAP system.</p> <p>Teachers, principals, and district administrators responded to feedback surveys about the GMAP professional learning experiences. There was an overwhelming positive response (80% or greater) from nearly 400 participants that the professional learning helped them to better understand aspects of assessment literacy and data use, and that they</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-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	<p>District: Floyd County Schools</p> <ul style="list-style-type: none"> • Presentation name: Assessment Update 	<p>felt prepared to apply the learning in their own practice.</p> <p>District: Floyd County Schools</p> <ul style="list-style-type: none"> • Positive feedback. General questions on logistics and timing. <p>District: Jasper County</p> <ul style="list-style-type: none"> • Our stakeholders are excited that the process is continuing; however, they are concerned about how the pandemic has affected the testing numbers needed. They are also worried about the timeline and are anxious to make the transition. • Staff are excited about the possibility of reducing testing, concerned that the information will be less detailed than they would like, and anxious to find out when we will begin. • Parents are excited for reduced testing and would like to understand what information will be gained through the assessment, as they are used to receiving both MAP and Milestone data.

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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-hand 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"> • Presentation description: Updates on GMAP/MAP Monthly to principals, directors, and leadership • Date(s): July 22, Aug. 19, Sept. 23, Oct. 21, Nov. 18, Dec. 9, Jan. 20, Feb. 17, Mar. 17, Apr. 21, May 19 • Attendees: Principals, Directors, Administrators • Method of feedback collected: questions at the end. <p>District: Jasper County Charter System</p> <ul style="list-style-type: none"> • Presentation: Teaching and Learning District Meeting, Family Engagement Curriculum Event • Presentation: District Meetings and Board Meetings <p>Presentation: Family Engagement/Curriculum and School Events</p> <p>Marietta City Schools and the Georgia Student Assessment Program School Test Coordinator Training 2020-2021 on August 7, 2020.</p>	<p>District: Marietta City Schools</p> <p>So far the feedback from the staff has been positive but with the field test still one and half years away, there isn't much in depth conversation or questions yet.</p>

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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><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u></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>(2) IADA assessment development is guided by test specifications (e.g., purpose and intended uses; test format and length; info about content, psychometric characteristics of items and test; software and hardware requirements);</p> <p>(3) Descriptive information (e.g., feedback from item development reviews) and empirical evidence (e.g., item difficulty, item discrimination) that IADA item selection</p>	<p>(1.0) 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. Blueprints will be reviewed as Georgia Milestone blueprints are updated, both for current and new standards. 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 began. In January 2021, educators provided additional feedback on the Range ALDs prior to the 2021 Content and Bias Review. When new standards are formally adopted, GMAP will update Range ALDs as needed and update alignments as appropriate using educator input.</p> <p>(2.0 – 3.0) To refine and specify CAT specifications, NWEA researchers ran simulations comparing item-level Shadow Computer Adaptive Testing (CAT) with multistage tests (MST). Based on these studies, it was decided <i>not</i> to use an MST design, primarily because item-level CATs provide greater flexibility than MSTs. NWEA was able to obtain a larger item pool than originally anticipated last year. Simulation studies also suggested that 800 items would be sufficient to support a through-year design (rather than the original estimate of 1,500). Moreover, the sample size of participating districts grew from 8–9,000 students per grade to 12–13,000 students per grade. This increase in expected field test sample size supports the calibration of a larger number of field test items that would be needed for an item-level CAT. Therefore, it was decided to use an item-level CAT for the through year (TY) solution. Future simulations will focus on the system’s ability to produce test forms that conform to Milestones blueprints, which can begin with simulated item pools and then be replaced with actual calibrated item pools following the first planned field tests.</p>

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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>supports item specifications/blueprint;</p> <p>(4) Procedures to develop IADA item pool to support test specifications/blueprint (e.g., summary of crosswalk of item pool and test blueprint, algorithm used to select IADA items and how algorithm covers blueprint);</p> <p>(5) Summary of IADA item specifications, by subject and grade (e.g., standards or targets to be assessed; item types, response format, and scoring; cognitive complexity; level of difficulty; accessibility tools and features);</p> <p>(6) Qualifications of item writers and reviewers (e.g., content expertise, experience);</p> <p>(7) Instructions provided to develop and review IADA items, including instruction to align items to content standards, steps to ensure accessibility to students, and information about accessibility tools and features;</p> <p>(8) Procedures to ensure IADA items adhere to IADA item specifications/blueprint;</p>	<p>(4.0) In the fall of 2019, an independent alignment study was conducted to review our internal bank of items, determine alignment to Georgia standards and GMAP RALDs, and confirm that the items 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. The NWEA Content Solutions team is now conducting an alignment study between a newly acquired summative item bank and the Georgia Standards of Excellence (GSE). Only items that align to the GSE will be retained for field testing in the Spring 2022 test event. Future alignment studies are planned that will provide empirical evidence that the TY CAT item selection algorithm will cover the blueprint. The GMAP item pool will be composed of different sets of items that will be combined over time to form the operational item pool. The first item set consists of those items that aligned during the alignment study conducted in the winter of 2019–20. Only items that met the alignment criteria were retained for inclusion in the GMAP item pool. A gap analysis was conducted to compare this item set against the GMAP blueprint. Based on this analysis, additional items were needed to fully represent the GMAP blueprint. To improve the blueprint coverage and increase the size of the item pool, a second set of items has been sourced and is now being aligned to the GSE. As with the first item set, only items that meet the alignment criteria will be retained for use in the GMAP item pool. The final set of items that will be combined into the GMAP item pool are newly developed items. These items are specific to the GSE and are reviewed by Georgia educators for both content and bias concerns. Once these three sets of items are combined, NWEA researchers will conduct a second gap analysis comparing the item pool to the GMAP blueprint to identify content areas that need additional items. To evaluate how well the TY CAT item selection algorithms cover the test blueprint, CAT simulations will be conducted with the GMAP items that have preliminary item parameters. While this will provide preliminary evidence of sufficient blueprint coverage, CAT simulations based on item parameters from the Spring 2022 field test will provide better evidence of adequate blueprint coverage. To maintain the item pool over time, it is customary to conduct annual CAT simulations to verify that the CAT item selection algorithm is selecting items to cover the blueprint.</p> <p>(5.0) Item specifications were developed using assessment best practices and outline item types, scoring options, and additional guidelines. The CAB reviewed and approved these specifications prior to their development.</p>

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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>(9) Procedures to ensure content accuracy of IADA items;</p> <p>(10) Procedures to ensure the technical adequacy of IADA items (e.g., field and operational testing, thresholds for eliminating items, differential item functioning (DIF) analysis, statements that flagged items are appropriate for student subgroups);</p> <p>(11) Procedures to ensure IADA items elicit intended response processes (e.g., cognitive labs, think-aloud sessions);</p> <p>(12) Steps taken to consider potential bias in IADA items;</p> <p>(13) Steps taken to review IADA items for sensitivity and potential offensiveness (e.g., criteria for sensitivity, specifications and rules followed, list of sensitivity reviewers and expertise);</p> <p>(14) Procedures to ensure all major content domains or strands assessed by IADA assessment are aligned to the IADA test specifications/blueprint;</p> <p>(15) Process to reduce construct irrelevance (e.g., reduce inappropriate reading load,</p>	Summary of 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	Informational Explanatory		
	3	X	X	X	X	X	-	X	X	X
	4	X	X	X	X	X	-	X	X	X
	5	X	X	X	X	X	-	X	X	X
	6	X	X	X	X	-	X	X	X	X
	7	X	X	X	X	-	X	X	X	X
8	X	X	X	X	-	X	X	X	X	
<p>*Performance tasks to be made available for use in the classroom at each grade for ELA include a variety of item types with a passage, as well as a writing prompt as defined in the table. Off-grade performance tasks will become available as we define the Range ALDs for Grade 2 and Grades 9–10.</p>										
<p>**Includes argumentative/persuasive passages.</p>										

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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.)								
avoid use of idioms or culturally specific words).	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	-	-
	Science								
	Grade	Item Types							
		Choice	Technology - Enhanced	Machine Scored					
				Dichotomous	Polytomous				
	5	X	X	X	X				
	8	X	X	X	X				

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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>Item specifications that apply across all subjects and grades:</p> <ul style="list-style-type: none"> • Items should align to the GSE and Range ALDs. • All items need to adhere to the guidelines of Universal Design. • All items must align to an appropriate Depth of Knowledge (DOK 1–3). <ul style="list-style-type: none"> ○ Because Range ALDs provide a range of difficulty and/or cognitive complexity, and the GMAP program utilizes a computer-adaptive model, the bank will have items along that range for a standard rather than targeting a specific DOK or difficulty. • 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. <p>(6–10) The first round of item development began in January 2020 for ELA and mathematics. The second round of item development began in October 2020, along with the first round of science development. The purpose is to develop high-quality summative items and passages meeting the following criteria:</p> <ul style="list-style-type: none"> • 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 <p>Our process for development includes:</p> <ul style="list-style-type: none"> • Training experienced content specialists on GMAP program specifics, including specifications (NWEA content specialists or contracted content specialists with 5+ years of assessment experience). • Selecting item and passage writers with experience in their content areas (content-specific degree and assessment experience, teaching experience in the content area, or both).

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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.)
	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Research librarians and trained fact checkers • Copy editors • Accessibility reviewers for alt-tagging of art and other features • Browser validation of items to confirm they meet technology requirements. • Content and Bias Review of items with stakeholders. Participants in these reviews receive training delivered collaboratively by NWEA at the beginning of each review session. Participants are provided checklists to refer to during the reviews. Participants learn to analyze items for qualities including (but not limited to): <ul style="list-style-type: none"> • 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 • Adherence to specifications • Designation of accepted items as ready for field testing. • Editing of items accepted with modifications to match the edits requested by stakeholders. • Removal of rejected items from the GMAP item pool.

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	<ul style="list-style-type: none"> • Discussion with the CAB of any overarching issues or concerns prior to the next round of development. <p>See the section above (beginning with “Our process for development includes”) for a summary of the process we use to qualify and train item writers and reviewers.</p> <p>See the section above (beginning with “Our process for development includes”) for a summary of how we develop and review items.</p> <p>The procedures to ensure that IADA items adhere to IADA item specifications and blueprints will be addressed via the CAT constraints that specify the minimum and maximum number of items that will be selected per blueprint area. The constraint-based engine (CBE) has been designed to select items according to these strict constraints. CAT simulation studies will be conducted to verify that the CBE is functioning as intended prior to the first operational year. In order to provide this evidence, we will need item parameter estimates, which will not be available until after the Spring 2022 field test. All items also undergo review for adherence to specification as part of the Content and Bias Review (newly developed items) or the alignment study (NWEA-acquired items).</p> <p>See the section above (beginning with “Our process for development includes”) for a summary of how we develop and review items.</p> <p>(10.0) The table below provides the technical criteria for evaluating field test items.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Statistic</th> <th style="text-align: center;">Criterion</th> <th style="text-align: center;">Indication</th> <th style="text-align: center;">MC Items</th> <th style="text-align: center;">Non-MC Items</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">DIF of gender or ethnicity</td> <td style="text-align: center;">C+ or C-</td> <td style="text-align: center;">potential bias toward a certain group of students</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">item fit (infit/outfit) statistics</td> <td style="text-align: center;">< 0.7 or > 1.3</td> <td style="text-align: center;">poor fit</td> <td style="text-align: center;">X</td> <td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">p-value</td> <td style="text-align: center;">< 0.20 or > 0.9</td> <td style="text-align: center;">very difficult or very easy item</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td style="text-align: center;">item-total correlation</td> <td style="text-align: center;">< 0.20</td> <td style="text-align: center;">poorly discriminating item</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td style="text-align: center;">item-total correlation for distractors</td> <td style="text-align: center;">> 0.05</td> <td style="text-align: center;">poorly discriminating item</td> <td style="text-align: center;">X</td> <td></td> </tr> </tbody> </table>	Statistic	Criterion	Indication	MC Items	Non-MC Items	DIF of gender or ethnicity	C+ or C-	potential bias toward a certain group of students	X	X	item fit (infit/outfit) statistics	< 0.7 or > 1.3	poor fit	X	X	p-value	< 0.20 or > 0.9	very difficult or very easy item	X		item-total correlation	< 0.20	poorly discriminating item	X		item-total correlation for distractors	> 0.05	poorly discriminating item	X	
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	omit rate	> 5%	unclear or very difficult item	X	
	step parameters	Step 1 > Step 2	not a good separation of students into different stages of learning		X
	item-total correlation	< 0.1	poorly discriminating item		X
	item-total correlation for score of 0	> 0.0	poorly discriminating item		X
	item-total correlation for score of 1 < item-total correlation for score of 0	–	poorly discriminating item		X
	item-total correlation for score of 2	< 0.1	poorly discriminating item		X
	item-total correlation for score of 2 < item-total correlation for score of 1	–	poorly discriminating item		X
	low student count for each score	0	no one got a certain score (e.g., no student got a score of 2)		X
	Steve Wise's index	Thresholds will be set using the 10% normative threshold method (Wise & Ma, 2012)*	Rapid guessing	X	X
	Difference in estimated item difficulty for item below versus above the 50th item position	p-value threshold may be lowered for items showing fatigue effects	Fatigue may be present if late positions increase item difficulty	X	X

Note: Wise, S. L., & Ma, L. (2012, April). *Setting response time thresholds for a CAT item pool: The normative threshold method*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, Canada.

These item evaluation criteria were presented to the GMAP TAC meeting in December 2020. The GMAP TAC recommended that we include additional criteria to evaluate the influence of student motivation and possible fatigue effects. To do this, we have added rapid response index (Wise & Ma, 2012) to evaluate the motivation level of students. Given that the field test may be longer than typical (up to 60 items), item position effects will also be examined to see if there is evidence of student fatigue for items in positions 50–60. Both rapid guessing and fatigue may make items appear more difficult during the field test than

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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>they would be during an operational test. Therefore, these criteria will be used to control for construct-irrelevant variance (motivation and fatigue) from the field-tested items, which are not expected to manifest to the same degree during operational tests since the operational test will probably not exceed 50 items. Other item calibration and model-data fit criteria are described in the GMAP TAC presentation in Appendix E.</p> <p>(11.0) Current GMAP item types correlate to item types already in use on the Milestones assessment. Should new item types become available, we will investigate the use of cognitive labs and other user-experience data. While we are not doing cognitive labs related to item types, we are doing studies with educators on the assessment and Range ALDs to ensure that the assessment as a whole is yielding the kind of information needed to meet the overall goal of the GMAP assessment: providing growth information as well as accountability information.</p> <p>Following item development, the Content and Bias Committee—consisting of CAB members and educators from the consortium for each subject and grade—reviews the items and passages. The GMAP Content and Bias Review in July 2020 covered the first phase of math and ELA development. Additional bias review sessions were conducted in May 2021. The review’s primary purpose is to ensure that the items are appropriate for students. Items are reviewed both for content accuracy and for potential bias and sensitivity issues. Training is provided at the beginning of the meeting for both math and ELA, and resources such as checklists based on the training are provided to participants to help them as they review the items.</p> <p>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.</p> <p>(12.0 – 13.0) See Appendix F for the steps we take to review IADA items for sensitivity and potential offensiveness. In addition to these steps, the first alignment study included questions that prompted item reviewers to flag any items that may have displayed insensitive or potentially offensive content. Once field test data are available, DIF statistics will be created and any items with potential bias will be reviewed.</p>

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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>(14.0) 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.</p> <p>(15.0) After administration, when data are 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 and are not displaying construct-irrelevant variance.</p>

Note: In an effort to allow the 2020–21 school year to focus on school restart and support teachers in assessing their student’s learning needs using the tools that teachers already use in the classroom, GMAP did not administer testing during the evaluation period. GMAP has sought technical expertise and developed technical documentation for TAC meetings in December 2020 and July 2021, summaries of which are included in in Appendix C. In the interim between the 2020–21 school year and when GMAP plans to begin administration in the 2021–22 school year, GMAP plans to develop and synthesize data into additional technical documentation to be shared in future reports.

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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).

Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<u>Innovative assessment system. A demonstration that the innovative assessment system does or will--</u>		
<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 content solutions team at NWEA completed the following tasks this year to further expand the GMAP item pool:</p> <ul style="list-style-type: none"> • Completed year 1 development for ELA and mathematics, implementing edits based on feedback at the 2020 Content and Bias Review. • Began year 2 development for ELA and mathematics, with Content and Bias Review completed in June 2021. Edits will be completed in August 2021. • Began year 1 development for science, with Content and Bias Review completed in June 2021. Edits will be completed in August 2021. • Began alignment review of newly acquired items for alignment and specifications. Review will be complete in July 2021. 	<p>At this point in time we are not experiencing any delays other than the delay by the pandemic. Evidence for alignment will come in waves. We plan to conduct an independent alignment study using a method suggested by WestEd (Carole Gallagher, 2016; Wise, Kingsbury, Webb, 2015). This method requires a calibrated item bank, which will not be available until after spring 2022.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	<ul style="list-style-type: none"> • Facilitated Content Advisory Board meetings for each subject area. This included reviewing results from previous development and the educator feedback and edits to Range ALDs. <p>The psychometrics team at NWEA completed the following work that supports (2)(i) and (ii):</p> <ul style="list-style-type: none"> • completed the ALD utility study which, among other things, included a literature review comparing the arguments against and in favor of off-level adaptivity. • Conducted CAT simulation studies that investigated the psychometric qualities of a two-part CAT that allowed off-grade adaptivity. This study provided initial evidence that 25 to 30 items could provide sufficient classification accuracy for classifying students into on-grade achievement levels, and to also determine if a student may receive off-grade items in the second part of the test. 	

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	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>In order to express student results consistent with challenging state achievement standards, many conditions need to be met, including (but not limited to) well designed score reports and high-quality item pools. Utmost and foremost, the item pool must measure the full depth and breadth of the content standards and ALDs. A preliminary gap analysis was conducted in 2020 that compared the initial GMAP item pool to the Milestones blueprint, identifying surpluses and gaps within the item pool in terms of content domain, DOK, and RALDs. Additional gap analyses are conducted prior to each subsequent round of development. 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 blueprint-relevant items to students no matter where the student may be across the content progression. Such an item pool will provide data that can feed well designed score reports that have the potential to address this regulatory requirement. More details on the design of</p>	<p>At this point in time we are not experiencing any delays other than the delay by the pandemic.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	score reports are provided in sections (4)(i)10-13.	
<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"> (1) Objective nature of IADA items machine scoring (e.g., scoring rule limits for number of errors, scoring rules for technology-enhanced score capture and validity checking, how artificial intelligence (AI) scoring engine is trained and its accuracy); (2) Procedures to transform raw IADA scores to scale scores (overall and by subtest); (3) Description of IADA equating process (overall and, if appropriate, by subtest), including equating study design, statistical methods used and person parameters, overall information functions, size and relevant characteristics of examinee samples, characteristics of anchor items/test, and accuracy of equating functions; (4) Process to equate IADA scores across academic years; (5) IADA assessment form equivalence, by grade and subject (e.g., raw scores and p-values, standard error of measurement (SEM), dimensionality, test 	<p>1) All operational items 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 formative performance writing tasks that initially will require teachers to create their own scores using a provided scoring rubric. The GMAP consortium is open to investigating whether over time, these human-scored items may be cross-validated with artificial intelligence (AI) scoring. If research supports it, AI scoring may play a prominent role in scoring of writing tasks that would allow these items to be used beyond the classroom formative use; however, at this point time, the human-scored CR items in writing will not be included in the summative score. The primary reason for this is the high costs of scoring CR items. Such items will continue to be developed and reviewed by committee and GMAP will provide additional support/learning for educators in how to use this data. Should funding become available, these human-scored CR items can be included for field-</p>	<p>At this point in time we are not experiencing any delays other than the delay by the pandemic.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>characteristic curve (TCC), test information function (TIF), conditional standard error of measurement (CSEM), score distributions);</p> <p>(6) Indication that the TCC or TIF for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest);</p> <p>(7) Indication that CSEM or SEM for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest) (e.g., CSEM for each IADA interim assessment and final assessment for the entire scale or at cut scores, overall estimate of test error);</p> <p>(8) Reliability estimates, including:</p> <ul style="list-style-type: none"> a. Some type of reliability estimate for entire IADA student population (e.g., alpha coefficient) b. Some type of reliability estimate for each reported IADA subgroup (e.g., alpha coefficient) c. Decision consistency and accuracy reliability estimates of student classifications (based on IADA cut scores) d. Reliability estimates of correctly classified and incorrectly classified students <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) State generates annual State, district, and school IADA assessment reports;</p> <p>(12) Annual IADA assessment reports include student performance related to content and knowledge of</p>	<p>testing and eventually included in the summative score at a future date.</p> <p>2) Currently the plan is consistent with what we had planned previously. We plan 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.</p> <p>3) 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 equating criteria listed under #3 seem to be focused primarily around fixed-form test design, rather than item-level CAT design. Under CAT, the equating process is based on IRT calibration procedures that ‘equate’ at the item level rather than the test level.</p> <p>4) The goal in adaptive test design is to produce multiple equivalent item pools by maximizing the similarity of content,</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>assessed standards (e.g., scale scores); academic content descriptions of what students can and cannot do using achievement level descriptors (ALDs), performance level descriptors (PLDs), content knowledge learning maps or networks (e.g., subscores); and information to facilitate interpreting results and addressing specific academic needs of students (e.g., itemized score analyses);</p> <p>(13) Annual IADA student assessment reports include indicator of annual IADA proficiency or summative achievement determination; indicators of annual student progress (e.g., subscores, ALDs or PLDs, learning maps); and indicators for identifying students not making progress (e.g., subscores on student report);</p> <p>(14) Annual IADA school report includes summative achievement results disaggregated by important subgroups;</p> <p>(15) Annual IADA district and State reports, with both including summative achievement of annual progress for all IADA pilot students and for important IADA pilot student subgroups;</p> <p>(16) Expectations from State of timeline for releasing individual student IADA reports to schools and districts;</p> <p>(17) Expectations from State and district for delivering student IADA score reports to parents;</p> <p>(18) Procedures to protect security of IADA assessment personally identifiable information (e.g., staff procedures, letter to parents, scoring manual).</p>	<p>conformity to the Milestones blueprint, and the shape of the item pool information functions across time. If this goal is achieved, then scores from a CAT will maintain their meaning, equivalence, and precision across time after controlling for student ability. Within the context of CAT, the goal is to produce equivalent and consistent test scores across time and test events. This is made possible by the concept of “pre-equated 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 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</p>	

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<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 one of the following ways:</p> <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</p>	<p>new items onto the scale. Items will be screened for year-to-year item parameter drift.</p> <p>5) Dimensionality indices, score distributions, test characteristic curves and test information functions of item pools and CAT tests will be provided once the GMAP item pool has been calibrated following the spring 2022 field test. CAT simulations will also be produced that can provide evidence of score precision across the ability continuum.</p> <p>6) We ran CAT simulations to identify the optimal item pool characteristics required for the through-year assessment, including the item pool. We concluded that approximately 800 items are needed to support three to four TY CAT administrations. Ideally, the item pool information function will be high at each achievement level cut score to maximize classification consistency and accuracy. Ideally the shape of the item pool information function will be more uniformly distributed than normally distributed to support adaptivity all along the score continuum.</p> <p>7) At this point in time, we do not have field test data to evaluate the CSEM or</p>	

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<p>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 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</p>	<p>SEM, but we do have results from simulations based on realistic item and population characteristics. Based on simulated data, the mean SEM is less than 0.30 of a standard deviation for a 40 item TY CAT with a large number of blueprint constraints similar to the GMAP blueprint. This is our best estimate at this point in time for the expected SEM for total scores from the TY CAT. We are currently studying the effects of different TY CAT configurations on the precision of total scores, subscores, and classification decisions. We will provide updated estimates once we have calibrated items after the spring 2022 field test.</p> <p>8) Reliability estimates and decision consistency estimates will be reported after the field test (after spring 2022) and then will be updated again following the TY pilot school year (2022-23).</p> <p>9) In the 2019–2020 school year, focus groups and user research were conducted with GMAP district leaders, parents/guardians, students, and educators to understand how student assessment data can be presented to minimize misinterpretation. This included examination of how to present</p>	

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<p>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>In addition to providing the information noted above, be sure to include the following information:</p> <ol style="list-style-type: none"> (1) Evidence that IADA test results are comparable to those from the non-IADA system (e.g., provide within-grade IADA and non-IADA results for participating districts are comparable, student proficiency classification for IADA and non-IADA districts are comparable in terms of complexity included in each achievement level, comparability results align with expectations outlined in State’s theory of action); (2) Description of across-years scaling procedures to transform IADA raw scores to scale scores; and (3) Description of across-years IADA equating process that includes design of equating study; statistical methods used and person parameter, and overall information functions; size and relevant characteristics of examinee samples; characteristics of anchor items/test; and accuracy of equating functions. 	<p>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.</p> <p>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>Our instructional tool was created to solve 3 main problems: 1. Connecting ALDs to</p>	

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	<p>the learning continuum, 2. Providing recommendations and 3. Providing next steps. The prototype was tested with over 130 teachers and administrators (including some from Georgia) and included multiple iterations of design and usability updates. Some of the features we tested included data layout and accessibility. This included ensuring that the data was not only presented in a user- friendly manner but that it included all relevant data that a teacher needs to track performance. After a test, a teacher would be provided with each student’s performance along with how it ties to each ALD. Instructional resources were then provided based on each child’s individual test response patterns. Teachers also had the ability to group their students (or have groups automatically created based on similar response patterns) to easily assign and track resources and future academic needs.</p> <p>10) At this point in time, no decisions have been made concerning translations of score reports. A Spanish version of the Family Report was created, but did not reach parity with the English version, as there</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	<p>was no ALD translation. It is intended that we would meet any federal requirements to support translations of score reports during the IADA period and any additional translations if adopted by GA DOE.</p> <p>11 - 14) Development of state generated annual state, district, school assessment reports, and individual student reports are ongoing. The design of our individual student reports will include each of the elements listed, including scale scores, ALDs, and interpretive guidance to address specific academic needs of students (see the document in Appendix G for sample individual student reports)</p> <p>15) Significant progress has been made this past year in selecting and customizing a new technology platform that includes test delivery, data collection, and reporting capabilities. Most recently, score report design has been focused on developing individual student reports, and teacher level reports within the new platform, but future work will include district-level and state-level reporting. This work will include addressing the data requirements, report design, subgroup disaggregation, and timing requirements of these state and district-level reports.</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	<p>16) We have been operating under the assumption that IADA score reports will follow the same timeline as the current Milestones reports.</p> <p>17) We have been operating under the assumption that the State and districts will expect score reports to be given to parents. See the design work on the Walton Family Reports.</p> <p>18) Please see the copy of the TAC presentation in Appendix H. This presentation covers procedures and processes that NWEA will use to protect the security of IADA assessment data.</p> <p>Per our original plan in the IADA application, we plan to conduct comparability studies by implementing Option A of section 4(i) "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</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	<p>would also be administered to all such students." We will use equipercentile linking to create concordance tables and will set performance standards (cut scores) that minimize achievement level misclassification across the two scales.</p> <p>The cut scores for achievement levels will be established in summer of 2022 for ELA and Mathematics, and summer of 2023 for Science using Option A with the equipercentile linking method.</p> <p>Thereafter, we intend to continue to check comparability each year using option B, which requires a representative sample of GMAP students to double test. We will use the same equipercentile linking methodology. The GMAP districts have agreed to option B.</p> <p>These plans as describe above will be reviewed again this year as GMAP, NWEA, and WestEd works through the comparability guidelines together (see Appendix I). We believe these new comparability guidelines address all the</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	IADA comparability requirements described in this document.	
<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>(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>Work is currently underway to evaluate the compatibility of the current platform functionality to the requirements in the Accessibility/Accommodations Manual.</p>	<p>Once testing with students begins, we will have most accommodations in place. The Georgia Student Assessment Handbook and the Accessibility/Accommodation Manual will be consulted to ensure coverage of accommodation requirements, including those accommodations articulated in the GMAP portion of the IADA application.</p> <p>Most accommodations will be housed within the electronic platform , and display sizes etc. can be adjusted to meet the needs of the majority of students with visual impairments who need accommodations such as large-print forms. The final GMAP assessment system will provide a small number of paper forms for students who are unable to access the assessment electronically due to documented disabilities and their individual education plans. To ensure students have the best possible experience throughout the field test in Spring 2022, while the system is still being adjusted and items calibrated, and to ensure that students are</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
		receiving consistent opportunities within the testing environment, students needing to take a paper form in the Spring of 2022 (English paper, large print, or braille) will be exempt from the first piece of the field-test and will continue to take the Georgia Milestones assessment to ensure accountability requirements are met. GMAP intends to provide accommodated paper forms to this small percentage of students when the full 2022-23 school year pilot goes live and will continue to work with GaDOE to structure the system to provide appropriate accommodations and supports per federal and state regulation.
(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 are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;	Currently field test plans have been developed that assume a full (or nearly full) census of students in GMAP districts in all grades and subjects. See the assurances section of this report for the commitments of each GMAP district to participate in field test and operational test administrations during the IADA timeframe.	
(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--	The GMAP assessment is not yet operational so it is not possible yet to provide evidence of compliance with this requirement; however, we can show	At this point in time we are not experiencing any delays other than the delay by the pandemic.

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<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>progress toward this requirement in our planning and test design efforts. For instance, the TY CAT simulations we conducted included classification accuracy and consistency measures which suggested that we could classify students as on-grade or off-grade during part 1 of the TY CAT based on 25 - 27 items. We also compared the sufficiency of small (500), medium (800), and large item pools (1500) for the TY CAT, and concluded that there was little benefit beyond the 800 item pool.</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 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);</p>	<p>All of our systems and data structures will support the disaggregation of results by each subgroup. The family reports previously described in this report provide evidence of progress towards the requirement to provide results to parents.</p>	<p>At this point in time, we do not have any concerns and do not feel we are behind schedule.</p>
<p>(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</p>	<p>We provided comparability plans to the GMAP TAC in the December 2020 meeting. The TAC provided feedback, recommending that we establish a symmetrical linking relationship between Milestones and the GMAP TY CAT. At this point in time, our comparability plan (briefly) is to provide evidence of blueprint alignment, content comparability and statistical evidence using ‘benchmark</p>	<p>At this point in time, we do not have any concerns and do not feel we are behind schedule for (9); however, we do see a potential timing issue with providing comparability evidence under a certain scenario. The TY CAT cannot replace Milestones until evidence is provided that the TY CAT is comparable enough to Milestones. There are multiple configuration</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2020–21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(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</p> <p>(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	<p>standard setting’ (Phillips) between Milestones and GMAP using equipercentile linking. Furthermore, WestEd is developing a document of comparability guidelines for the benefit of GMAP so that NWEA can finalize the comparability plan. These guidelines were vetted by the GMAP TAC at the July 7th meeting. We received the comparability guidelines document from WestEd in late July, and will use these guidelines to re-evaluate and refine the current comparability plans. See the attached file Appendix I. Based on our last discussion with WestEd, we will review the comparability guidelines section by section during the WestEd-GMAP monthly meetings and identify what evidence we currently have, evidence we need to collect, and what evidence is most appropriate per guidelines.</p>	<p>options for the TY CAT. One option is to allow for the banking of fall and winter summative determinations. This decision to bank or not, will be made after the spring 2022 field test by GMAP. If banking is permitted, then we will need to collect data from fall, winter, and spring TY CAT to show evidence of comparability. Under the banking option, the only issues we anticipate is the feasibility of meeting the deadline for comparability evidence (June 2023 for school year 2023-24). In order to meet this 2023 deadline, we would need to have all field test items calibrated, reviewed by content specialists, and cut scores set via a linking study, and CAT simulations completed by June 2022. This would allow us to pilot the TY CAT in school year 2022-23, and provide comparability evidence in summer of 2023. It seems infeasible to squeeze so much work into a small window of time in June of 2022 in preparation for August 2022. If GMAP decides not to bank scores, then (arguably) the only data required to show comparability would be winter and spring data, which would be tight but feasible given the comparability deadline.</p>

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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 (2020–21) to implement the innovative assessment system, including the standard administration of the innovative assessments.

Requirement	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).
<p><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:</p> <ul style="list-style-type: none"> (1) Standard procedures for administering the IADA assessments (e.g., manual, slides); (2) Administering IADA assessment supports and accommodations to students with disabilities; (3) Administering IADA assessment supports and accommodations to English learners; (4) Hand-scoring constructed responses or essays (e.g., results of exact, adjacent, and discrepant agreement; validity check results; number of read-behind flags); (5) Handling test irregularities during IADA assessment administrations (e.g., test security handbook, test security plan, reports of internal or independent monitoring procedures); (6) Conducting external reviewing of IADA items for potential bias (e.g., criteria for review, steps where potential bias is considered, review by external review committee); 	<p>(1-3, 5, 8) 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 (Spring 2022), training will be developed that addresses IADA requirements.</p> <p>(4) Hand-scoring of operationally scored items is not applicable for the GMAP assessment system at present. However, In ELA, we will be providing formative performance writing tasks that initially will require teachers to create their own scores using a provided scoring rubric.</p> <p>(6- 7) During development, all writers are trained on bias and sensitivity and Universal Design principles in addition to training on GMAP specifications and their teaching/assessment experience. Each item is also reviewed for bias and sensitivity during content reviews prior to bringing the passages and items to committee. The GMAP Bias and Sensitivity Checklist is included in Appendices J, K, and L.</p> <p>In the June 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. The CAB reviewed and provided input into the item specifications during the September 2019 CAB meeting as well as in the 2020-2021 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>

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Requirement	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).
<p>(7) Reviewing IADA items for sensitivity and potential offensiveness (e.g., criteria for review, specifications and rules followed, list of reviewers and expertise);</p> <p>(8) Protecting IADA-related personally identifiable information (PII).</p>	<p>In regards to training for bias review, bias training is conducted at the same time as item content training. Stakeholders participating in these reviews received training delivered collaboratively by NWEA at the beginning of each review session. Participants were provided with the GMAP Bias and Sensitivity Checklist to refer to during the reviews. Participants learned to analyze items for qualities including (but not limited to):</p> <ul style="list-style-type: none"> • 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 <p>Content specialists working on the GMAP program also participate in NWEA’s internal Content Equity Team as part of our commitment to live out the DEIA principles (Diversity, Equity, Inclusion, & Access). This team meets regularly to discuss process improvements related to DEIA guidelines and assessment. The NWEA team had representation in math, ELA, and science at the racial equity facilitator training in conjunction with the Equity Learning Institute. We also analyze our trainings and documentation on a regular basis to implement lessons learned. The NWEA team has also participated in Unconscious Bias and Microaggression trainings to improve the ways we work and are continually working to see those lessons in action as we work with CABs and educator committees.</p> <p>Additionally, the GMAP team has completed additional 8 hours of training related to Racism and Race Relations and Social Emotional Learning.</p>

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Requirement	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).
	<p>(8) 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. The intention is to provide an agreed upon data forensics report once the assessment is administered and include additional reports or details once adopted by GA DOE to meet their communicated requirements.</p> <p>Professional Learning In 2019, approximately nine school districts in the state of Georgia joined the GMAP consortium with NWEA to pilot an innovative approach to assessment – the integrated through-year assessment. As a part of the consortium activities, NWEA provided professional learning services to GMAP districts to lay the groundwork for implementing the new approach to assessment. The professional learning services were designed to focus on data use and inquiry, assessment literacy, and formative assessment practices. By January 2020, all nine districts had agreed to collaborate with NWEA to develop differentiated professional learning plans that were tailored to each district’s unique context.</p> <p>In spring 2020, the global pandemic impacted every aspect of the project. It delayed the timeline for developing the new assessment model. It also created conditions for school districts in which they had to pause all plans, including professional learning, and focus on bare essentials with teaching and learning for students. In response, immediately NWEA shifted our professional learning approach and supported districts in a more limited capacity with virtual professional learning that focused on immediate needs for assessment literacy and the use of our current product (MAP Growth). The future-focused professional learning for the integrated through-year assessment was largely put on hold until the assessment product was back on track for development.</p> <p>Despite the obstacles created by the pandemic, the NWEA professional learning team was able to provide extensive virtual support to three of the nine districts that continued forward</p>

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Requirement	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).
	<p>with our alternate professional learning plans. We provided 43 workshops to 622 participants.</p> <p>The professional learning to date and into the 2021–22 school year has and will primarily focus on assessment literacy to create conditions for successfully using the data from the through-year assessment. In spring 2022 and beyond, professional learning will transition to focus on the use of data and reports that are provided by the through-year assessment.</p>

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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 (2020–21). 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.

Overall, because of the school closures related to the COVID-19 pandemic, the innovative assessments were not administered in 2020-2021. Therefore, there was no training for the assessment system in these categories was provided. GMAP will be prepared to provide documentation for the 2021–22 school year when training will be created and administered in preparation for the field test in Spring 2022. Training in the area of ‘familiarization with the innovative assessment system’ for professional learning was not administered professional learning, but collaboration on the development of professional learning for the assessment system.

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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
(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>Due to the current timeline, there have been no trainings developed or administered for the reporting year as it relates to the assessment system. The GMAP consortium will 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>CAB participants were selected by district leads at their own discretion</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, 2 educators participated in 2 CAB meetings. 53% were teachers, 30% were curriculum specialists, 8 were district administrations, and 3% were Instructional Specialists, 8% categorized themselves as = coaches.</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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
(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)	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 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. Preliminary information about NWEA capabilities and experience in this area was shared with the TAC in the June 2020 meeting, and that information and TAC feedback will be used by the GMAP consortium to inform this training moving forward.		
(3) Training on providing accommodations for students with disabilities in the innovative 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)	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 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	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		

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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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
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)	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 pacing; differentiating instruction; changing instructional strategies)	<p>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.</p> <p>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.</p> <p>As a result of the COVID-19 interruption, priorities have shifted to focus on new models of schooling on professional learning (shifts caused by new models of schooling as a result of school closures), professional learning needs of educators related</p>	Table 5c: Districts participating in Year 2 professional learning activities represent the GMAP district school leaders that elected to participate in these planning sessions. All GMAP districts were eligible to participate.	622 participants in 17 schools and 9 districts participated in the professional learning NWEA provided. There were 43 professional learning modules delivered to GMAP participants.

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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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
	to assessment literacy and formative assessment, and how professional learning delivery models must adapt.		
(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 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 any 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 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.		

Describe how the SEA or consortium familiarized students, parents, and LEA staff with the innovative assessment system during the reporting year (2020–21). 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

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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.

SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System	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 [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description).
(1) Familiarize and acclimate students and parents to the IADA assessment system	<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 conducted a 3-phase research plan with Georgia 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. There is work currently being done to share fact sheets and communication at the start of the 2021–22 school year.</p> <p>District: Jasper County</p>

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<p style="text-align: center;">SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System</p>	<p>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 [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description).</p>
	<ul style="list-style-type: none"> • Jasper County supports family engagement through a Google webpage (https://sites.google.com/jasper.k12.ga.us/jccs-building-parent-capacity/understanding-your-childs-performance) where Jasper intends to include details about the GMAP assessment. • In addition they also prepared a Parent Workshop presentation in March 2021 that describes high level the GMAP and its purpose (see “Jasper County Family Workshop Presentation_March 2021.url” file). • Jasper County also supports family engagement through their Family Engagement/Curriculum and School Events portal (https://www.jasper.k12.ga.us/domain/155)
<p>(2) Support and train LEA and school staff to implement the IADA assessment system and administer the IADA assessments</p>	<p>The GMAP consortium is 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. 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>And as the consortium ramps up for field testing, there will be more opportunities to inform LEA staff on the innovative assessment. There is work currently being done to share fact sheets and communication at the start of the 2021–22 school year.</p>

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<p style="text-align: center;">SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System</p>	<p style="text-align: center;">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 [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description).</p>
	<p>Jasper County: District Meetings and Board Meetings were held to inform LEA and school staff of the progress of the system.</p> <p>Marietta City Schools and the Georgia Student Assessment Program School Test Coordinator Training 2020-2021 on August 7, 2020.</p>

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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 (2020–21). 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.

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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 (2020–21), 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 presentations to different groups, educational conferences, superintendent meetings, and GSSA (Georgia Schools Superintendents Association) conferences, among others.

Changes in consortium membership is detailed in the timeline below:

November 2020 – Calhoun City Schools officially joined the GMAP consortium as affiliate partners. Chattahoochee County Schools officially joined the GMAP consortium as a participating partner.

January 2021 – Chattooga County Schools officially joined the GMAP consortium as affiliate partners.

June 2021 – Colquitt County Schools, Houston County Schools, Seminole County Schools, Treutlen County Schools officially joined the GMAP consortium as affiliate partners.

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"> • These districts must be a current MAP Growth user for a minimum of one school year prior to applying to become a lead district • These districts must serve as an affiliate member for one school year prior to becoming a lead district 	<ul style="list-style-type: none"> • Voting rights • Are full members participating immediately in the decision-making, design, and development process. • May contribute to all meetings or send a representative who can make decisions for the district • Educators from the district will be invited and expected to participate in the development activities with NWEA
<u>Affiliate Partner District</u>	<ul style="list-style-type: none"> • If not a MAP Growth user, Affiliate Partner Districts must begin use of MAP Growth at minimum in grades 3–8. 	<ul style="list-style-type: none"> • Invited to all meetings to remain informed of the status.

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Partner Type	Summary of Role and Status	Privileges
		<ul style="list-style-type: none"> • Educators from the district will be invited to participate in the development activities.
<u>Participating Partner District</u>	<ul style="list-style-type: none"> • If not a MAP Growth user, Participating Partner Districts must begin use of MAP Growth at minimum in grades 3–8. • Support the pilot by participating in the assessment but will not participate in the regular informational meetings, participate in any of the decision-making, design, and development process. 	<ul style="list-style-type: none"> • Invited to meetings/trainings that provide information about piloting the solution being developed by GMAP and NWEA.

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. 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.

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.

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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 of 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 (see Appendix M) 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. Work is already in progress to share details for the 2021–22 school year.

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 Fall of 2020, the final round 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. 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-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 new GMAP LEAs can be found in the attached document in Appendix F.

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XI: Budget

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

Original Georgia budget:

**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

Total **\$ 11,257,500**

<p><i>*As required by the IADA E.1</i></p> <p><i>Develops assessment in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other</i></p>	<p>Content Review, Item Development, Staffing & Workshops</p> <ul style="list-style-type: none"> • 2020 Summer Content & Bias review <ul style="list-style-type: none"> ○ GA educators from participating GMAP schools for a 4 day workshop, educators paid \$125 per day for participating in workshop ○ Training, logistics, materials, analysis, and other preparation activities for 	<p>\$144,200</p>
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<i>vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations.</i>	workshop, in collaboration with Georgia Center for Assessment	
GMAP was fortunate to be on the receiving end of amended legislative funds for FY21. The following were the proposed budget items for the \$250,000: :		
IADA Requirement	Activities Description	Cost
<i>*As required by the IADA F.1 and F.2</i> <i>Produces a comparable growth measurement that can be used for the Progress CCRPI components</i> <i>Produces a comparable achievement measurement that can be used for the Content Mastery and Closing Gaps CCRPI components</i>	Psychometric/Comparability Planning and Presentation <ul style="list-style-type: none"> • NWEA psychometricians to collaborate with GMAP stakeholders to conduct and document comparability analyses and share results and implications on next steps • Conference Preparation and Presentation 	\$6,800

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<p><i>*As required by the IADA E.2</i></p> <p><i>Develops capacity for educators and school and district leaders to implement the assessment, interpret results and communicate with stakeholder</i></p>	<p>Professional Learning</p> <ul style="list-style-type: none"> • In depth planning to support the professional development around the assessment system for Spring 2021 through 2021–22 school year <ul style="list-style-type: none"> ○ Monthly coaching and planning with district leadership team ○ Virtual Professional Learning workshops for educators ○ Professional network to support leaders 	<p>\$89,000</p>
	<p>Annual Report for GMAP Consortium</p> <ul style="list-style-type: none"> • GMAP will provide a report to summarize consortium activities for the 2020-2021 school year 	<p>\$10,000</p>
	<p>Total</p>	<p>\$250,000</p>

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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:

Click here to enter text.

Click here to enter text.

Signature:

Date (*month/day/year*):

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2021 IADA Annual Performance Report

Georgia MAP Assessment Partnership Appendices

Appendix A

GMAP Consortium Demographics

7/29/2021

District Name	School Name	Grade Levels	Number of Students Enrolled												Number of Students Pariticipating in the 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	3-5	323	195	0	24	27	84	0	28	160	0	46	55	323	195	0	24	27	84	0	28	160	0	46	55
	Bethlehem Elementary	3-5	345	197	0	10	27	85	0	21	202	0	67	43	342	194	0	10	27	85	0	20	200	0	64	43
	Bramlett Elementary	3-5	322	129	0	25	18	77	0	19	183	0	53	52	315	124	0	25	17	76	0	18	179	0	46	52
	County Line Elementary	3-5	260	134	1	21	15	59	0	13	151	0	57	48	260	134	1	21	15	59	0	13	151	0	57	48
	Holsenbeck Elementary	3-5	344	179	1	15	27	85	0	25	191	0	49	57	343	179	1	15	26	85	0	25	191	0	48	57
	Kennedy Elementary	3-5	412	255	0	13	87	120	0	30	162	0	72	60	392	239	0	13	83	118	0	29	149	0	52	60
	Statham Elementary	3-5	353	199	0	13	47	63	0	24	206	0	76	48	353	199	0	13	47	63	0	24	206	0	76	48
	Winder Elementary	3-5	293	184	1	17	62	53	0	26	134	0	47	34	284	179	1	16	59	52	0	26	130	0	38	33
	Yargo Elementary	3-5	420	245	0	13	83	90	0	29	205	0	68	74	420	245	0	13	83	90	0	29	205	0	68	74
	Bear Creek Middle	6-8	683	378	2	33	106	146	0	23	373	0	136	38	670	371	2	33	102	144	0	23	366	0	123	37
	Haymon Morris Middle	6-8	860	458	2	30	148	207	0	44	429	0	138	60	843	451	2	30	144	204	0	43	420	0	121	59
	Russell Middle	6-8	952	500	4	61	113	200	1	50	523	0	160	68	942	495	4	61	111	197	1	50	518	0	150	67
	Westside Middle	6-8	753	469	1	34	119	194	0	48	357	0	134	62	751	467	1	34	118	193	0	48	357	0	132	62
	Barrow Arts and Sciences Academy	8-10	566	237	0	29	73	106	1	33	324	0	49	5	566	237	0	29	73	106	1	33	324	0	49	5
	Apalachee High School	9-12	1,288	600	3	48	213	287	0	70	667	0	209	78	1,277	595	3	48	209	285	0	70	662	0	198	76
Winder-Barrow High School	9-12	1,304	555	3	55	196	281	0	45	724	0	189	56	1,291	550	3	55	194	278	0	44	717	0	176	56	
Calhoun City Schools	Calhoun Elementary	3-5	868	497	4	14	57	312	1	39	441	0	102	185	857	486	4	14	55	307	1	39	437	0	91	174
	Calhoun Middle	6-8	975	527	1	15	68	364	0	29	496	0	121	113	963	515	1	15	67	358	0	29	491	0	109	101
	Calhoun High	9-12	1,207	450	2	40	61	459	2	45	600	0	84	76	1,190	433	2	40	60	452	2	44	592	0	67	59

GMAP Consortium Demographics

7/29/2021

District Name	School Name	Grade Levels	Percentage of Students Participating in the IADA Pilot											
			Percent 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	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Bethlehem Elementary	3-5	99.1%	98.5%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	95.2%	99.0%	#DIV/0!	95.5%	100.0%
	Bramlett Elementary	3-5	97.8%	96.1%	#DIV/0!	100.0%	94.4%	98.7%	#DIV/0!	94.7%	97.8%	#DIV/0!	86.8%	100.0%
	County Line Elementary	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Holsenbeck Elementary	3-5	99.7%	100.0%	100.0%	100.0%	96.3%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	98.0%	100.0%
	Kennedy Elementary	3-5	95.1%	93.7%	#DIV/0!	100.0%	95.4%	98.3%	#DIV/0!	96.7%	92.0%	#DIV/0!	72.2%	100.0%
	Satham Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Winder Elementary	3-5	96.9%	97.3%	100.0%	94.1%	95.2%	98.1%	#DIV/0!	100.0%	97.0%	#DIV/0!	80.9%	97.1%
	Yargo Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Bear Creek Middle	6-8	98.1%	98.1%	100.0%	100.0%	96.2%	98.6%	#DIV/0!	100.0%	98.1%	#DIV/0!	90.4%	97.4%
	Haymon Morris Middle	6-8	98.0%	98.5%	100.0%	100.0%	97.3%	98.6%	#DIV/0!	97.7%	97.9%	#DIV/0!	87.7%	98.3%
	Russell Middle	6-8	98.9%	99.0%	100.0%	100.0%	98.2%	98.5%	100.0%	100.0%	99.0%	#DIV/0!	93.8%	98.5%
	Westside Middle	6-8	99.7%	99.6%	100.0%	100.0%	99.2%	99.5%	#DIV/0!	100.0%	100.0%	#DIV/0!	98.5%	100.0%
	Barrow Arts and Sciences Academy	8-10	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
Calhoun City Schools	Apalachee High School	9-12	99.1%	99.2%	100.0%	100.0%	98.1%	99.3%	#DIV/0!	100.0%	99.3%	#DIV/0!	94.7%	97.4%
	Winder-Barrow High School	9-12	99.0%	99.1%	100.0%	100.0%	99.0%	98.9%	#DIV/0!	97.8%	99.0%	#DIV/0!	93.1%	100.0%
Calhoun City Schools	Calhoun Elementary	3-5	98.7%	97.8%	100.0%	100.0%	96.5%	98.4%	100.0%	100.0%	99.1%	#DIV/0!	89.2%	94.1%
	Calhoun Middle	6-8	98.8%	97.7%	100.0%	100.0%	98.5%	98.4%	#DIV/0!	100.0%	99.0%	#DIV/0!	90.1%	89.4%
	Calhoun High	9-12	98.6%	96.2%	100.0%	100.0%	98.4%	98.5%	100.0%	97.8%	98.7%	#DIV/0!	79.8%	77.6%

GMAP Consortium Demographics

7/29/2021

District Name	School Name	Grade Levels	Number of Students Enrolled										Number of Students Pariticipating in the 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
Chattahoochee County Schools	Chattahoochee County Elementary School	3-5	137	137	1	0	53	5	0	7	71	0	50	0	133	133	1	0	49	5	0	7	66	0	41	0
	Chattahoochee County Middle School	6-8	197	197	0	0	67	25	0	11	94	0	34	0	193	193	0	0	65	25	0	11	94	0	30	0
	Chattahoochee County High School	9-12	434	213	0	3	112	92	6	30	189	2	62	10	208	100	0	3	54	48	3	13	89	1	35	5
Chattooga County Schools	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
	Chattooga High School	9-12	676	471	0	3	62	46	3	33	529	0	123	6	644	442	0	2	61	40	2	30	508	0	90	4
	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
	Adamson Middle School	6-8	584	584	3	18	413	126	0	13	10	0	76	27	574	584	3	18	403	126	0	13	10	0	66	27
	Anderson Elementary School	3-5	249	249	1	1	139	98	0	5	5	0	29	0	244	249	1	1	136	98	0	3	5	0	24	0
	Arnold Elementary School	3-5	264	264	2	9	189	49	0	22	13	0	33	0	261	264	2	8	187	49	0	22	13	0	29	0
	Babb Middle School	6-8	980	980	3	74	422	501	0	27	30	0	115	125	966	980	3	74	417	495	0	27	30	0	115	125
	Brown Elementary School	3-5	370	370	0	8	330	42	0	12	6	0	43	0	355	370	0	8	316	42	0	12	5	0	43	0
	Callaway Elementary School	3-5	404	404	0	5	351	82	0	6	3	0	59	0	384	404	0	4	334	80	0	6	1	0	39	0

GMAP Consortium Demographics

7/29/2021

District Name	School Name	Grade Levels	Percentage of Students Participating in the IADA Pilot											
			Percent 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
Chattahoochee County Schools	Chattahoochee County Elementary School	3-5	97.1%	97.1%	100.0%	#DIV/0!	92.5%	100.0%	#DIV/0!	100.0%	93.0%	#DIV/0!	82.0%	#DIV/0!
	Chattahoochee County Middle School	6-8	98.0%	98.0%	#DIV/0!	#DIV/0!	97.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	88.2%	#DIV/0!
	Chattahoochee County High School	9-12	47.9%	46.9%	#DIV/0!	100.0%	48.2%	52.2%	50.0%	43.3%	47.1%	50.0%	56.5%	50.0%
Chattooga County Schools	Leroy Massey Elementary	3-5	92.8%	93.1%	#DIV/0!	#DIV/0!	87.5%	97.4%	#DIV/0!	94.6%	92.3%	#DIV/0!	72.2%	100.0%
	Chattooga High School	9-12	95.3%	93.8%	#DIV/0!	66.7%	98.4%	87.0%	66.7%	90.9%	96.0%	#DIV/0!	73.2%	66.7%
	Summerville Middle School	6-8	93.1%	92.8%	#DIV/0!	#DIV/0!	93.0%	94.7%	#DIV/0!	96.3%	92.6%	#DIV/0!	70.7%	93.3%
	Menlo Elementary School	3-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Lyerly Elementary School	3-8	99.6%	99.4%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	99.6%	#DIV/0!	96.9%	100.0%
	Adamson Middle School	6-8	98.3%	100.0%	100.0%	100.0%	97.6%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	86.8%	100.0%
	Anderson Elementary School	3-5	98.0%	100.0%	100.0%	100.0%	97.8%	100.0%	#DIV/0!	60.0%	100.0%	#DIV/0!	82.8%	#DIV/0!
	Arnold Elementary School	3-5	98.9%	100.0%	100.0%	88.9%	98.9%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	87.9%	#DIV/0!
	Babb Middle School	6-8	98.6%	100.0%	100.0%	100.0%	98.8%	98.8%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Brown Elementary School	3-5	95.9%	100.0%	#DIV/0!	100.0%	95.8%	100.0%	#DIV/0!	100.0%	83.3%	#DIV/0!	100.0%	#DIV/0!
	Callaway Elementary School	3-5	95.0%	100.0%	#DIV/0!	80.0%	95.2%	97.6%	#DIV/0!	100.0%	33.3%	#DIV/0!	66.1%	#DIV/0!

GMAP Consortium Demographics

7/29/2021

District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Pariticipating in the 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
	Church Street Elementary School	3-5	375	375	0	14	341	46	0	7	4	0	27	0	373	375	0	14	339	46	0	7	4	0	25	0
	East Clayton Elementary School	3-5	303	303	0	10	274	33	0	4	7	0	30	0	290	303	0	9	265	31	0	4	7	0	17	0
	Michelle Obama STEM Elementary Academy	3-5	349	349	2	9	307	64	2	5	8	0	64	0	349	349	2	9	307	64	2	5	8	0	64	0
	Eddie White Academy	6-8	774	774	3	7	748	17	3	17	17	0	114	6	774	774	3	7	748	17	3	17	17	0	114	6
	Edmonds Elementary School	3-5	211	211	1	3	134	94	1	5	9	0	16	0	211	211	1	3	134	94	1	5	9	0	16	0
	Elite Scholars Academy School	6-8	328	328	0	45	210	55	0	13	5	0	11	0	328	328	0	45	210	55	0	13	5	0	11	0
	Forest Park Middle School	6-8	709	709	0	12	410	316	2	18	27	0	108	114	701	709	0	12	403	314	2	18	27	0	100	114
	Fountain Elementary School	3-5	271	271	3	1	171	127	0	8	9	0	36	0	259	271	3	1	163	123	0	8	9	0	24	0
	Harper Elementary School	3-5	400	400	2	7	306	115	0	11	1	0	44	0	382	400	2	7	292	110	0	11	1	0	17	0
	Hawthorne Elementary School	3-5	440	440	0	8	342	106	1	11	12	0	56	0	430	440	0	8	334	104	1	11	12	0	46	0
	Haynie Elementary School	3-5	450	450	0	31	182	250	0	18	6	0	23	0	441	450	0	31	176	238	0	18	6	0	14	0
	Huie Elementary School	3-5	376	376	1	5	250	140	0	16	15	0	42	0	369	376	1	5	245	139	0	16	14	0	35	0
	James Jackson Elementary School	3-5	279	279	0	7	238	43	0	7	10	0	35	0	264	279	0	7	224	43	0	6	10	0	20	0
	Jonesboro Middle School	6-8	1,032	1,032	6	54	984	46	0	49	0	0	157	95	1,018	1,032	6	54	970	46	0	49	0	0	143	95
	Kemp Elem School	3-5	648	648	3	8	577	94	0	28	13	0	61	0	648	648	3	8	577	94	0	28	13	0	61	0

GMAP Consortium Demographics

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District Name	School Name	Grade Levels	Percentage of Students Pariticipating in the IADA Pilot											
			Percent 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
	Church Street Elementary School	3-5	99.5%	100.0%	#DIV/0!	100.0%	99.4%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	92.6%	#DIV/0!
	East Clayton Elementary School	3-5	95.7%	100.0%	#DIV/0!	90.0%	96.7%	93.9%	#DIV/0!	100.0%	100.0%	#DIV/0!	56.7%	#DIV/0!
	Michelle Obama STEM Elementary Academy	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Eddie White Academy	6-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Edmonds Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Elite Scholars Academy School	6-8	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Forest Park Middle School	6-8	98.9%	100.0%	#DIV/0!	100.0%	98.3%	99.4%	100.0%	100.0%	100.0%	#DIV/0!	92.6%	100.0%
	Fountain Elementary School	3-5	95.6%	100.0%	100.0%	100.0%	95.3%	96.9%	#DIV/0!	100.0%	100.0%	#DIV/0!	66.7%	#DIV/0!
	Harper Elementary School	3-5	95.5%	100.0%	100.0%	100.0%	95.4%	95.7%	#DIV/0!	100.0%	100.0%	#DIV/0!	38.6%	#DIV/0!
	Hawthorne Elementary School	3-5	97.7%	100.0%	#DIV/0!	100.0%	97.7%	98.1%	100.0%	100.0%	100.0%	#DIV/0!	82.1%	#DIV/0!
	Haynie Elementary School	3-5	98.0%	100.0%	#DIV/0!	100.0%	96.7%	95.2%	#DIV/0!	100.0%	100.0%	#DIV/0!	60.9%	#DIV/0!
	Huie Elementary School	3-5	98.1%	100.0%	100.0%	100.0%	98.0%	99.3%	#DIV/0!	100.0%	93.3%	#DIV/0!	83.3%	#DIV/0!
	James Jackson Elementary School	3-5	94.6%	100.0%	#DIV/0!	100.0%	94.1%	100.0%	#DIV/0!	85.7%	100.0%	#DIV/0!	57.1%	#DIV/0!
	Jonesboro Middle School	6-8	98.6%	100.0%	100.0%	100.0%	98.6%	100.0%	#DIV/0!	100.0%	#DIV/0!	#DIV/0!	91.1%	100.0%
	Kemp Elem School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!

GMAP Consortium Demographics

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District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Pariticipating in the 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
Clayton County Schools	Kendrick Middle School	6-8	816	816	3	17	669	199	1	16	10	0	111	41	806	816	3	7	669	189	1	16	10	0	111	41
	Kilpatrick Elementary School	3-5	289	289	3	4	150	150	0	10	14	0	33	0	289	289	3	4	150	150	0	10	14	0	33	0
	Lake City Elementary School	3-5	278	278	0	45	109	123	0	8	4	0	25	0	278	278	0	45	109	123	0	8	4	0	25	0
	Lake Ridge Elementary School	3-5	330	330	1	11	239	90	1	7	5	0	46	0	330	330	1	11	239	90	1	7	5	0	46	0
	Lee Street Elementary School	3-5	279	279	0	3	224	65	0	10	3	0	29	0	279	279	0	3	224	65	0	10	3	0	29	0
	Lovejoy Middle School	6-8	585	585	0	7	471	128	1	19	12	0	79	19	585	585	0	7	471	128	1	19	12	0	79	19
	M. D. Roberts Middle School	6-8	962	962	1	28	780	33	0	41	33	0	103	19	962	962	1	28	780	33	0	41	33	0	103	19
	Martin Luther King, Jr. Elementary School	3-5	302	302	0	7	306	12	0	8	1	0	38	0	302	302	0	7	306	12	0	8	1	0	38	0
	Morrow Elementary School	3-5	281	281	3	44	158	87	0	12	6	0	107	73	281	281	3	44	158	87	0	12	6	0	107	73
	Morrow Middle School	6-8	916	916	0	84	542	251	0	15	13	0	101	0	894	916	0	84	242	242	0	15	13	0	101	0
	Mount Zion Elementary School	3-5	510	510	2	8	396	132	1	23	15	0	61	0	510	510	2	8	396	132	1	23	15	0	61	0
	Mundys Mill Middle School	6-8	758	758	2	21	667	128	2	21	19	0	121	27	758	758	2	21	667	128	2	21	19	0	121	27
	North Clayton Middle School	6-8	882	882	3	27	848	95	0	12	3	0	121	40	882	882	3	27	848	95	0	12	3	0	121	40
	Northcutt Elementary School	3-5	287	287	1	77	297	40	1	7	0	0	15	0	287	287	1	77	297	40	1	7	0	0	15	0
	Oliver Elementary School	3-5	296	296	0	7	250	54	1	8	2	0	37	0	296	296	0	7	250	54	1	8	2	0	37	0

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District Name	School Name	Grade Levels	Percentage of Students Pariticipating in the IADA Pilot											
			Percent 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
Clayton County Schools	Kendrick Middle School	6-8	98.8%	100.0%	100.0%	41.2%	100.0%	95.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Kilpatrick Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Lake City Elementary School	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Lake Ridge Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Lee Street Elementary School	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Lovejoy Middle School	6-8	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	M. D. Roberts Middle School	6-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Martin Luther King, Jr. Elementary School	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Morrow Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Morrow Middle School	6-8	97.6%	100.0%	#DIV/0!	100.0%	44.6%	96.4%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Mount Zion Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Mundys Mill Middle School	6-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	North Clayton Middle School	6-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!	100.0%	100.0%
	Northcutt Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	#DIV/0!
	Oliver Elementary School	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!

GMAP Consortium Demographics

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District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Pariticipating in the 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
	Pointe South Elementary School	3-5	293	293	1	5	260	48	1	11	3	0	38	0	293	293	1	5	260	48	1	11	3	0	38	0
	Pointe South Middle School	6-8	838	838	0	5	728	168	1	29	14	0	112	34	838	838	0	5	728	168	1	29	14	0	112	34
	Rex Mill Middle School	6-8	1,130	1,130	5	29	825	290	5	42	29	0	128	63	1,130	1,130	5	29	825	290	5	42	29	0	128	63
	River's Edge Elementary School	3-5	337	337	1	2	328	27	0	9	3	0	19	0	337	337	1	2	328	27	0	9	3	0	19	0
	Riverdale Elementary School	3-5	328	328	1	10	274	93	1	6	1	0	107	29	328	328	1	10	274	93	1	6	1	0	107	29
	Riverdale Middle School	6-8	740	740	5	23	616	135	0	22	7	0	312	0	740	740	5	23	616	135	0	22	7	0	312	0
	Roberta T. Smith Elementary School	3-5	476	476	2	13	361	103	0	16	20	0	48	0	476	476	2	13	361	103	0	16	20	0	48	0
	Sequoyah Middle School	6-8	882	882	4	11	635	272	0	24	13	0	132	55	882	882	4	11	635	272	0	24	13	0	132	55
	Suder Elementary School	3-5	262	262	0	10	219	51	0	14	13	0	43	0	262	262	0	10	219	51	0	14	13	0	43	0
	Swint Elementary School	3-5	347	347	0	1	307	85	1	3	9	0	46	0	347	347	0	1	307	85	1	3	9	0	46	0
	Tara Elementary School	3-5	309	309	2	3	233	104	0	9	7	0	36	0	309	309	2	3	233	104	0	9	7	0	36	0
	Thurgood Marshall Elementary School	3-5	399	399	2	35	289	93	0	15	14	0	42	0	399	399	2	35	289	93	0	15	14	0	42	0
	Unidos Dual Language School	3-5	137	137	0	0	47	92	0	4	5	0	10	0	137	137	0	0	47	92	0	4	5	0	10	0
	West Clayton Elementary School	3-5	246	246	1	0	257	11	0	0	0	0	18	0	246	246	1	0	257	11	0	0	0	0	18	0

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District Name	School Name	Grade Levels	Percentage of Students Pariticipating in the IADA Pilot											
			Percent 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
	Pointe South Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Pointe South Middle School	6-8	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Rex Mill Middle School	6-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	River's Edge Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Riverdale Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Riverdale Middle School	6-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Roberta T. Smith Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Sequoyah Middle School	6-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Suder Elementary School	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Swint Elementary School	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Tara Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Thurgood Marshall Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Unidos Dual Language School	3-5	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	West Clayton Elementary School	3-5	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	100.0%	#DIV/0!

GMAP Consortium Demographics

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District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Pariticipating in the 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
	William M. McGarrah Elementary School	3-5	316	316	5	31	219	9	0	10	9	0	31	0	316	316	5	31	219	9	0	10	9	0	31	0
	Charles R. Drew High School	9-12	937	937	1	12	603	300	0	10	11	0	141	85	911	937	1	12	583	297	0	10	11	0	115	85
	Elite Scholars Academy School	9-12	188	188	0	19	133	27	0	9	0	0	0	0	188	188	0	19	133	27	0	9	0	0	0	0
	Forest Park High School	9-12	971	971	1	63	414	450	0	15	28	0	131	100	956	971	1	62	410	447	0	15	28	0	116	100
	Jonesboro High School	9-12	704	704	5	20	465	168	0	25	21	0	101	36	704	704	5	20	465	168	0	25	21	0	101	36
	Lovejoy High School	9-12	919	919	1	9	750	122	0	24	13	0	120	28	919	919	1	9	750	122	0	24	13	0	120	28
	Martha Ellen Stilwell School for the Performing Arts	9-12	313	313	1	18	247	35	0	5	7	0	7	0	313	313	1	18	247	35	0	5	7	0	7	0
	Morrow High School	9-12	860	860	0	101	575	151	0	21	12	0	85	71	860	860	0	101	575	151	0	21	12	0	85	71
	Mount Zion High School	9-12	800	0	2	21	575	166	1	23	13	0	104	51	800	0	2	21	565	163	1	23	13	0	91	51
	Mundy's Mill High School	9-12	900	0	2	12	729	125	1	19	12	0	118	23	900	0	2	12	704	125	1	19	12	0	93	23
	North Clayton High School	9-12	680	0	2	25	1,086	132	0	14	4	0	163	38	680	0	2	25	1,086	132	0	14	4	0	88	38
	Riverdale High School	9-12	684	0	1	25	526	112	0	12	8	0	93	40	684	0	1	25	516	112	0	12	8	0	83	40
	Kay R. Pace Elementary School of the Arts	3-5	245	0	1	7	203	2	0	15	2	0	12	0	244	0	1	7	202	2	0	15	2	0	11	0
	Cox	3-5	277	213	0	0	129	122	0	6	20	0	38	116	271	207	0	0	126	119	0	6	20	0	32	116
	Doerun	3-5	147	94	0	1	47	26	0	15	58	0	17	23	147	94	0	1	47	26	0	15	58	0	17	23
	Funston	3-5	184	134	0	2	22	102	0	6	52	0	20	97	184	134	0	2	22	102	0	6	52	0	20	97

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District Name	School Name	Grade Levels	Percentage of Students Participating in the IADA Pilot											
			Percent 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
	William M. McGarrah Elementary School	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Charles R. Drew High School	9-12	97.2%	100.0%	100.0%	100.0%	96.7%	99.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	81.6%	100.0%
	Elite Scholars Academy School	9-12	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
	Forest Park High School	9-12	98.5%	100.0%	100.0%	98.4%	99.0%	99.3%	#DIV/0!	100.0%	100.0%	#DIV/0!	88.5%	100.0%
	Jonesboro High School	9-12	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Lovejoy High School	9-12	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Martha Ellen Stilwell School for the Performing Arts	9-12	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Morrow High School	9-12	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Mount Zion High School	9-12	100.0%	#DIV/0!	100.0%	100.0%	98.3%	98.2%	100.0%	100.0%	100.0%	#DIV/0!	87.5%	100.0%
	Mundy's Mill High School	9-12	100.0%	#DIV/0!	100.0%	100.0%	96.6%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	78.8%	100.0%
	North Clayton High School	9-12	100.0%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	54.0%	100.0%
	Riverdale High School	9-12	100.0%	#DIV/0!	100.0%	100.0%	98.1%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	89.2%	100.0%
	Kay R. Pace Elementary School of the Arts	3-5	99.6%	#DIV/0!	100.0%	100.0%	99.5%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	91.7%	#DIV/0!
	Cox	3-5	97.8%	97.1%	#DIV/0!	#DIV/0!	97.7%	97.5%	#DIV/0!	100.0%	100.0%	#DIV/0!	84.2%	100.0%
	Doerun	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Funston	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%

GMAP Consortium Demographics

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District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Pariticipating in the 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
Colquitt County Schools	Hamilton	3-5	116	45	0	12	8	16	0	7	190	0	18	12	116	45	0	12	8	16	0	7	190	0	18	12
	Norman Park	3-5	255	133	1	1	17	100	0	8	128	0	36	91	255	133	1	1	17	100	0	8	128	0	36	91
	Odom	3-5	239	167	0	2	25	125	0	14	73	0	26	124	239	167	0	2	25	125	0	14	73	0	26	124
	Okapilco	3-5	184	123	0	0	78	44	0	11	51	0	48	41	175	113	0	0	72	42	0	9	50	0	37	41
	Stringfellow	3-5	133	103	0	2	79	32	0	6	14	0	22	33	133	103	0	2	79	32	0	6	14	0	22	33
	Sunset	3-5	248	138	0	10	76	54	0	6	102	0	30	52	238	129	0	10	71	51	0	6	100	0	20	52
	Wright	3-5	210	66	0	0	57	29	0	2	122	0	30	20	210	66	0	0	57	29	0	2	122	0	30	20
	Gifted Program	3-5	102	22	0	4	9	22	0	2	65	0	0	17	102	22	0	4	9	22	0	2	65	0	0	17
	Willie J. Williams Middle	6-7	1,455	802	0	16	394	433	0	33	579	0	221	524	1,435	802	0	16	385	430	0	31	569	0	197	524
	C.A. Gray Junior High	8-9	1,355	693	0	8	381	408	0	28	530	0	223	553	1,346	684	0	8	379	405	0	28	526	0	214	553
	Colquitt County High School	10-12	1,757	713	1	29	462	520	0	45	700	0	239	582	1,749	711	1	29	460	518	0	45	696	0	231	582
Dalton Public Schools	Blue Ridge Elementary	3-5	295	210	4	0	5	269	0	3	14	0	35	111	295	210	4	0	5	269	0	3	14	0	35	111
	Brookwood Elementary	3-5	318	112	0	19	12	152	0	8	127	0	42	43	318	112	0	19	12	152	0	8	127	0	42	43
	City Park Elementary	3-5	293	287	1	6	21	226	0	10	29	0	56	107	293	287	1	6	21	226	0	10	29	0	56	107
	Park Creek Elementary	3-5	268	267	0	4	17	223	0	1	23	0	53	91	257	256	0	4	14	218	0	1	20	0	42	89
	Roan Elementary	3-5	217	213	2	0	9	191	0	3	12	0	41	98	217	213	2	0	9	191	0	3	12	0	41	98
	Westwood Elementary	3-5	244	113	2	7	24	95	0	12	104	0	38	48	244	113	2	7	24	95	0	12	104	0	38	48
	Dalton Middle School	6-8	1,740	1,502	3	49	72	1,227	1	48	340	0	237	291	1,726	1,501	3	49	72	1,219	0	48	335	0	223	286
	Dalton High School	9-12	1,503	594	0	32	71	1,110	0	39	251	0	167	104	1,499	594	0	32	71	1,106	0	39	251	0	163	104
	Morris Innovative High School	9-12	191	191	3	0	13	154	0	6	15	0	26	83	191	191	3	0	13	154	0	6	15	0	26	83

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District Name	School Name	Grade Levels	Percentage of Students Pariticipating in the IADA Pilot											
			Percent 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
Colquitt County Schools	Hamilton	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Norman Park	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Odom	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Okapilco	3-5	95.1%	91.9%	#DIV/0!	#DIV/0!	92.3%	95.5%	#DIV/0!	81.8%	98.0%	#DIV/0!	77.1%	100.0%
	Stringfellow	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Sunset	3-5	96.0%	93.3%	#DIV/0!	100.0%	93.4%	94.4%	#DIV/0!	100.0%	98.0%	#DIV/0!	66.7%	100.0%
	Wright	3-5	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Gifted Program	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%
	Willie J. Williams Middle	6-7	98.6%	100.0%	#DIV/0!	100.0%	97.7%	99.3%	#DIV/0!	93.9%	98.3%	#DIV/0!	89.1%	100.0%
	C.A. Gray Junior High	8-9	99.3%	98.7%	#DIV/0!	100.0%	99.5%	99.3%	#DIV/0!	100.0%	99.2%	#DIV/0!	96.0%	100.0%
	Colquitt County High School	10-1	99.5%	99.8%	100.0%	100.0%	99.6%	99.6%	#DIV/0!	100.0%	99.4%	#DIV/0!	96.7%	100.0%
Dalton Public Schools	Blue Ridge Elementary	3-5	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Brookwood Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	City Park Elementary	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Park Creek Elementary	3-5	95.9%	95.9%	#DIV/0!	100.0%	82.4%	97.8%	#DIV/0!	100.0%	87.0%	#DIV/0!	79.2%	97.8%
	Roan Elementary	3-5	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Westwood Elementary	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Dalton Middle School	6-8	99.2%	99.9%	100.0%	100.0%	100.0%	99.3%	0.0%	100.0%	98.5%	#DIV/0!	94.1%	98.3%
	Dalton High School	9-12	99.7%	100.0%	#DIV/0!	100.0%	100.0%	99.6%	#DIV/0!	100.0%	100.0%	#DIV/0!	97.6%	100.0%
	Morris Innovative High School	9-12	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%

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District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Pariticipating in the 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
Evans County Schools	Claxton Elementary School	3-5	395	395	2	1	151	102	0	17	122	0	74	89	381	381	2	1	141	101	0	17	119	0	60	89
	Claxton Middle School	6-8	423	423	1	2	144	113	0	8	155	0	32	98	417	417	1	2	142	113	0	7	152	0	26	98
	Claxton High School	9-12	404	404	0	4	163	126	0	13	198	0	34	102	399	399	0	0	123	101	0	11	164	0	29	102
Floyd County Schools	Alto Park Elementary	3-5	188	188	0	2	23	67	0	20	76	0	33	57	183	183	0	2	22	67	0	20	72	0	28	57
	Armuchee Elementary	3-5	392	392	0	7	14	19	0	18	334	0	68	20	390	390	0	7	13	19	0	17	334	0	66	20
	Armuchee High School	8	149	149	0	3	6	10	0	7	123	0	24	6	147	147	0	3	6	8	0	7	123	0	22	5
	Armuchee High School	9-12	380	380	0	4	17	20	0	14	325	0	61	3	375	375	0	4	17	19	0	14	321	0	319	2
	Armuchee Middle School	6-7	266	266	0	4	12	12	0	10	228	0	47	8	263	263	0	4	11	12	0	10	226	0	44	8
	Cave Spring Elementary	3-5	114	114	0	2	4	2	0	6	100	0	25	4	114	114	0	2	4	2	0	6	100	0	25	4
	Coosa High School	8	234	234	0	1	24	62	0	8	139	0	28	21	231	231	0	1	24	61	0	8	137	0	25	21
	Coosa High School	9-12	499	499	2	5	58	99	0	25	310	0	64	18	494	494	2	5	58	98	0	25	306	0	59	18
	Coosa Middle School	6-7	392	392	0	4	40	101	1	14	232	0	53	63	391	391	0	4	39	101	1	14	232	0	52	63
	Garden Lakes Elementary	3-5	336	336	1	1	32	66	0	26	210	0	57	48	336	336	1	1	32	66	0	26	210	0	57	48
	Johnson Elementary	3-5	245	245	0	1	20	7	0	15	202	0	42	3	245	245	0	1	20	7	0	15	202	0	42	3
	Model Elementary	3-5	236	236	0	1	12	16	1	1	205	0	47	13	236	236	0	1	12	16	1	1	205	0	47	13
	Model High School	8	187	187	0	1	13	10	0	0	163	0	30	2	187	187	0	1	13	10	0	0	163	0	30	2
	Model High School	9-12	518	518	0	2	35	24	0	15	442	0	53	2	514	514	0	2	34	24	0	14	440	0	49	2
	Model Middle School	6-7	344	344	0	1	21	20	1	10	291	0	65	11	343	343	0	1	21	20	1	10	290	0	64	11
Pepperell Elementary	3-5	493	493	1	0	34	46	0	24	388	0	92	32	485	485	1	0	34	46	0	24	380	0	84	32	

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Evans County Schools	Claxton Elementary School	3-5	96.5%	96.5%	100.0%	100.0%	93.4%	99.0%	#DIV/0!	100.0%	97.5%	#DIV/0!	81.1%	100.0%
	Claxton Middle School	6-8	98.6%	98.6%	100.0%	100.0%	98.6%	100.0%	#DIV/0!	87.5%	98.1%	#DIV/0!	81.3%	100.0%
	Claxton High School	9-12	98.8%	98.8%	#DIV/0!	0.0%	75.5%	80.2%	#DIV/0!	84.6%	82.8%	#DIV/0!	85.3%	100.0%
Floyd County Schools	Alto Park Elementary	3-5	97.3%	97.3%	#DIV/0!	100.0%	95.7%	100.0%	#DIV/0!	100.0%	94.7%	#DIV/0!	84.8%	100.0%
	Armuchee Elementary	3-5	99.5%	99.5%	#DIV/0!	100.0%	92.9%	100.0%	#DIV/0!	94.4%	100.0%	#DIV/0!	97.1%	100.0%
	Armuchee High School	8	98.7%	98.7%	#DIV/0!	100.0%	100.0%	80.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	91.7%	83.3%
	Armuchee High School	9-12	98.7%	98.7%	#DIV/0!	100.0%	100.0%	95.0%	#DIV/0!	100.0%	98.8%	#DIV/0!	523.0%	66.7%
	Armuchee Middle School	6-7	98.9%	98.9%	#DIV/0!	100.0%	91.7%	100.0%	#DIV/0!	100.0%	99.1%	#DIV/0!	93.6%	100.0%
	Cave Spring Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Coosa High School	8	98.7%	98.7%	#DIV/0!	100.0%	100.0%	98.4%	#DIV/0!	100.0%	98.6%	#DIV/0!	89.3%	100.0%
	Coosa High School	9-12	99.0%	99.0%	100.0%	100.0%	100.0%	99.0%	#DIV/0!	100.0%	98.7%	#DIV/0!	92.2%	100.0%
	Coosa Middle School	6-7	99.7%	99.7%	#DIV/0!	100.0%	97.5%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	98.1%	100.0%
	Garden Lakes Elementary	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Johnson Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Model Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Model High School	8	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	#DIV/0!	100.0%	100.0%
	Model High School	9-12	99.2%	99.2%	#DIV/0!	100.0%	97.1%	100.0%	#DIV/0!	93.3%	99.5%	#DIV/0!	92.5%	100.0%
	Model Middle School	6-7	99.7%	99.7%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	100.0%	99.7%	#DIV/0!	98.5%	100.0%
Pepperell Elementary	3-5	98.4%	98.4%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	97.9%	#DIV/0!	91.3%	100.0%	

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			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
	Pepperell High School	8	232	232	1	0	24	22	0	4	181	0	30	11	227	227	1	0	23	22	0	4	177	0	25	11
	Pepperell High School	9-12	554	554	1	3	52	45	0	6	447	0	73	5	546	546	1	3	51	44	0	6	441	0	65	5
	Pepperell Middle	6-7	387	387	0	0	20	37	0	15	315	0	67	21	377	377	0	0	20	36	0	15	306	0	57	21
Georgia Cyber Academy	Georgia Cyber Academy	3-12	8,444	4,620	40	160	3,800	697	53	678	3,086	23	1,365	294	8,275	4,528	39	158	3,728	683	52	664	3,028	23	1,338	288
Haralson County Schools	Buchanan Elementary	3-5	343	343	0	3	5	10	0	16	309	0	68	7	343	343	0	3	5	10	0	16	309	0	68	7
	West Haralson Elementary	3-5	376	376	0	3	15	10	1	15	332	0	93	11	376	376	0	3	15	10	1	15	332	0	93	11
	Haralson County Middle	6-8	761	761	1	2	21	24	0	36	677	0	156	25	761	761	1	2	21	24	0	36	677	0	156	25
	Haralson County High School	9-12	874	874	3	2	20	28	1	24	796	0	176	18	874	874	3	2	20	28	1	24	796	0	176	18
	Bonaire Elementary	3-5	540	161	0	9	108	42	2	44	335	0	75	4	528	158	0	7	106	42	2	43	328	0	63	3
	Bonaire Middle	6-8	1,041	327	2	19	236	79	3	58	644	0	135	1	1,024	322	2	19	231	77	3	58	634	0	118	1
	Centerville Elementary	3-5	254	254	0	3	86	32	0	16	117	0	38	16	254	254	0	3	86	32	0	16	117	0	38	16
	Perdue Elementary	3-5	603	281	0	18	203	47	0	68	267	0	106	16	603	281	0	18	203	47	0	68	267	0	106	16
	Eagle Springs Elementary	3-5	364	235	0	19	148	43	0	29	125	0	46	33	364	235	0	19	148	43	0	29	125	0	46	33
	Feagin Mill Middle	6-8	928	392	2	78	326	56	1	67	398	0	146	10	906	378	2	76	318	54	1	65	390	0	124	9
	Hilltop Elementary	3-5	294	136	0	2	94	23	2	18	165	0	41	4	291	134	0	2	82	22	2	18	165	0	38	4
	Huntington Middle	6-8	878	878	2	6	516	125	1	43	185	0	149	40	860	860	2	6	502	123	1	43	183	0	131	39

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District Name	School Name	Grade Levels	Percentage of Students Pariticipating in the IADA Pilot											
			Percent 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
	Pepperell High School	8	97.8%	97.8%	100.0%	#DIV/0!	95.8%	100.0%	#DIV/0!	100.0%	97.8%	#DIV/0!	83.3%	100.0%
	Pepperell High School	9-12	98.6%	98.6%	100.0%	100.0%	98.1%	97.8%	#DIV/0!	100.0%	98.7%	#DIV/0!	89.0%	100.0%
	Pepperell Middle	6-7	97.4%	97.4%	#DIV/0!	#DIV/0!	100.0%	97.3%	#DIV/0!	100.0%	97.1%	#DIV/0!	85.1%	100.0%
Georgia Cyber Academy	Georgia Cyber Academy	3-12	98.0%	98.0%	97.5%	98.8%	98.1%	98.0%	98.1%	97.9%	98.1%	100.0%	98.0%	98.0%
Haralson County Schools	Buchanan Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	West Haralson Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Haralson County Middle	6-8	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Haralson County High School	9-12	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Bonaire Elementary	3-5	97.8%	98.1%	#DIV/0!	77.8%	98.1%	100.0%	100.0%	97.7%	97.9%	#DIV/0!	84.0%	75.0%
	Bonaire Middle	6-8	98.4%	98.5%	100.0%	100.0%	97.9%	97.5%	100.0%	100.0%	98.4%	#DIV/0!	87.4%	100.0%
	Centerville Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Perdue Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Eagle Springs Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Feagin Mill Middle	6-8	97.6%	96.4%	100.0%	97.4%	97.5%	96.4%	100.0%	97.0%	98.0%	#DIV/0!	84.9%	90.0%
	Hilltop Elementary	3-5	99.0%	98.5%	#DIV/0!	100.0%	87.2%	95.7%	100.0%	100.0%	100.0%	#DIV/0!	92.7%	100.0%
	Huntington Middle	6-8	97.9%	97.9%	100.0%	100.0%	97.3%	98.4%	100.0%	100.0%	98.9%	#DIV/0!	87.9%	97.5%

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District Name	School Name	Grade Levels	Number of Students Enrolled										Number of Students Pariticipating in the 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
Houston County Schools	Kings Chapel Elementary	3-5	266	105	0	0	33	14	0	6	213	0	52	1	257	100	0	0	31	14	0	5	207	0	43	1
	Lake Joy Elementary	3-5	689	240	2	63	176	88	2	55	303	0	75	63	682	236	2	63	172	88	2	55	300	0	68	63
	Langston Road Elementary	3-5	416	190	0	7	109	33	0	30	237	0	56	11	411	187	0	7	107	33	0	30	234	0	51	11
	Lindsey Elementary	3-5	103	103	0	0	74	19	0	4	6	0	20	16	103	103	0	0	74	19	0	4	6	0	20	16
	Matt Aruthur Elementary	3-5	373	101	2	3	87	28	0	35	218	0	60	4	370	99	2	3	85	28	0	35	217	0	57	4
	Miller Elementary	3-5	238	238	0	0	140	23	0	21	54	0	46	12	238	238	0	0	140	23	0	21	54	0	46	12
	Morningside Elementary	3-5	209	209	0	0	133	9	0	12	55	0	27	0	209	209	0	0	133	9	0	12	55	0	27	0
	Mossy Creek Middle	6-8	798	288	2	27	195	69	0	44	461	0	124	33	765	273	2	26	181	64	0	43	449	0	91	33
	Northside Elementary	3-5	235	235	0	4	146	16	1	12	56	0	40	0	230	230	0	4	144	15	1	12	54	0	35	0
	Northside Middle	6-8	830	830	1	4	499	97	0	44	185	0	135	7	816	816	1	4	488	95	0	44	184	0	121	6
	Parkwood Elementary	3-5	275	275	0	1	177	52	0	13	32	0	51	37	273	273	0	1	176	52	0	13	31	0	49	37
	Pearl Stephens Elementary	3-5	442	442	0	7	251	81	0	36	67	0	75	37	427	427	0	6	239	81	0	35	66	0	60	37
	Perry Middle	6-8	1,002	572	2	14	350	51	0	45	540	0	130	2	991	564	2	14	342	50	0	45	538	0	119	2
	Quail Run Elementary	3-5	313	149	0	9	95	31	0	16	162	0	51	13	306	145	0	9	90	31	0	16	160	0	44	13
	Russell Elementary	3-5	317	317	0	8	125	39	0	25	120	0	65	24	308	308	0	8	124	38	0	25	113	0	56	24
	Shirley Hills Elementary	3-5	235	235	1	1	94	15	0	28	96	0	41	0	227	227	1	1	88	15	0	28	94	0	33	0
	Thomson Middle	6-8	799	799	3	23	399	127	2	46	199	0	162	54	771	771	2	22	381	127	1	45	193	0	134	53
	Tucker Elementary	3-5	212	212	0	1	68	8	0	9	126	0	28	0	212	212	0	1	68	8	0	9	126	0	28	0
	Warner Robins Middle	6-8	815	815	1	10	409	92	0	61	242	0	131	28	797	797	1	10	396	90	0	61	239	0	113	28

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District Name	School Name	Grade Levels	Percentage of Students Pariticipating in the IADA Pilot											
			Percent 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
Houston County Schools	Kings Chapel Elementary	3-5	96.6%	95.2%	#DIV/0!	#DIV/0!	93.9%	100.0%	#DIV/0!	83.3%	97.2%	#DIV/0!	82.7%	100.0%
	Lake Joy Elementary	3-5	99.0%	98.3%	100.0%	100.0%	97.7%	100.0%	100.0%	100.0%	99.0%	#DIV/0!	90.7%	100.0%
	Langston Road Elementary	3-5	98.8%	98.4%	#DIV/0!	100.0%	98.2%	100.0%	#DIV/0!	100.0%	98.7%	#DIV/0!	91.1%	100.0%
	Lindsey Elementary	3-5	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Matt Aruthur Elementary	3-5	99.2%	98.0%	100.0%	100.0%	97.7%	100.0%	#DIV/0!	100.0%	99.5%	#DIV/0!	95.0%	100.0%
	Miller Elementary	3-5	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Morningside Elementary	3-5	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Mossy Creek Middle	6-8	95.9%	94.8%	100.0%	96.3%	92.8%	92.8%	#DIV/0!	97.7%	97.4%	#DIV/0!	73.4%	100.0%
	Northside Elementary	3-5	97.9%	97.9%	#DIV/0!	100.0%	98.6%	93.8%	100.0%	100.0%	96.4%	#DIV/0!	87.5%	#DIV/0!
	Northside Middle	6-8	98.3%	98.3%	100.0%	100.0%	97.8%	97.9%	#DIV/0!	100.0%	99.5%	#DIV/0!	89.6%	85.7%
	Parkwood Elementary	3-5	99.3%	99.3%	#DIV/0!	100.0%	99.4%	100.0%	#DIV/0!	100.0%	96.9%	#DIV/0!	96.1%	100.0%
	Pearl Stephens Elementary	3-5	96.6%	96.6%	#DIV/0!	85.7%	95.2%	100.0%	#DIV/0!	97.2%	98.5%	#DIV/0!	80.0%	100.0%
	Perry Middle	6-8	98.9%	98.6%	100.0%	100.0%	97.7%	98.0%	#DIV/0!	100.0%	99.6%	#DIV/0!	91.5%	100.0%
	Quail Run Elementary	3-5	97.8%	97.3%	#DIV/0!	100.0%	94.7%	100.0%	#DIV/0!	100.0%	98.8%	#DIV/0!	86.3%	100.0%
	Russell Elementary	3-5	97.2%	97.2%	#DIV/0!	100.0%	99.2%	97.4%	#DIV/0!	100.0%	94.2%	#DIV/0!	86.2%	100.0%
	Shirley Hills Elementary	3-5	96.6%	96.6%	100.0%	100.0%	93.6%	100.0%	#DIV/0!	100.0%	97.9%	#DIV/0!	80.5%	#DIV/0!
	Thomson Middle	6-8	96.5%	96.5%	66.7%	95.7%	95.5%	100.0%	50.0%	97.8%	97.0%	#DIV/0!	82.7%	98.1%
	Tucker Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
	Warner Robins Middle	6-8	97.8%	97.8%	100.0%	100.0%	96.8%	97.8%	#DIV/0!	100.0%	98.8%	#DIV/0!	86.3%	100.0%

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District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Pariticipating in the 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
	Westside Elementary	3-5	257	257	0	0	154	56	0	10	37	0	34	36	257	257	0	0	154	56	0	10	37	0	34	36
	Houston County High	9-12	1,024	367	4	67	297	111	0	64	481	0	121	23	1,005	357	4	67	291	108	0	61	474	0	102	23
	Northside High	9-12	968	968	2	22	527	110	0	58	249	0	155	30	943	943	2	22	505	109	0	58	247	0	130	29
	Perry High	9-12	745	389	0	8	263	36	0	32	406	0	88	0	730	380	0	7	257	36	0	31	399	0	73	0
	Veterans High	9-12	869	307	0	14	227	70	2	63	493	0	84	4	857	301	0	14	221	70	2	63	487	0	72	4
	Warner Robins High	9-12	842	842	1	3	468	100	0	50	220	0	137	17	823	823	1	3	454	99	0	50	216	0	118	17
Jackson County Schools	East Jackson Elementary School	3-5	265	110	0	TFS	19	37	0	TFS	199	0	70	23	263	110	0	TFS	19	37	0	TFS	197	0	68	23
	Gum Springs Elementary School	3-5	469	60	TFS	19	TFS	39	0	21	373	0	72	25	465	58	TFS	19	TFS	39	0	20	371	0	68	25
	Maysville Elementary School	3-5	158	106	0	0	TFS	31	0	TFS	110	0	38	20	153	101	0	0	TFS	31	0	TFS	106	0	33	20
	North Jackson Elementary School	3-5	224	84	TFS	TFS	23	54	0	17	118	0	47	43	222	83	TFS	TFS	23	53	0	17	117	0	45	42
	South Jackson Elementary School	3-5	304	178	0	TFS	25	59	0	TFS	204	0	67	40	296	171	0	TFS	24	58	0	TFS	199	0	59	40
	West Jackson Elementary School	3-5	507	120	TFS	21	43	97	0	36	306	0	94	43	501	119	TFS	20	42	97	0	35	303	0	88	43
	East Jackson Middle School - EOG	6-7	541	223	0	TFS	34	108	0	22	374	0	111	45	529	220	0	TFS	32	106	0	22	366	0	99	45
	West Jackson Middle School - EOG	6-8	1,258	240	TFS	45	84	186	0	50	889	0	170	60	1,244	233	TFS	45	81	184	0	50	880	0	156	59
	East Jackson Comprehensive High School	8-12	935	381	0	15	82	179	0	38	621	0	144	39	932	380	0	15	81	179	0	38	619	0	141	39
	Jackson County Comprehensive High School	9-12	774	169	TFS	28	55	118	0	26	544	0	113	30	764	169	TFS	28	53	117	0	26	537	0	103	30

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District Name	School Name	Grade Levels	Percentage of Students Pariticipating in the IADA Pilot											
			Percent 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
	Westside Elementary	3-5	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Houston County High	9-12	98.1%	97.3%	100.0%	100.0%	98.0%	97.3%	#DIV/0!	95.3%	98.5%	#DIV/0!	84.3%	100.0%
	Northside High	9-12	97.4%	97.4%	100.0%	100.0%	95.8%	99.1%	#DIV/0!	100.0%	99.2%	#DIV/0!	83.9%	96.7%
	Perry High	9-12	98.0%	97.7%	#DIV/0!	87.5%	97.7%	100.0%	#DIV/0!	96.9%	98.3%	#DIV/0!	83.0%	#DIV/0!
	Veterans High	9-12	98.6%	98.0%	#DIV/0!	100.0%	97.4%	100.0%	100.0%	100.0%	98.8%	#DIV/0!	85.7%	100.0%
	Warner Robins High	9-12	97.7%	97.7%	100.0%	100.0%	97.0%	99.0%	#DIV/0!	100.0%	98.2%	#DIV/0!	86.1%	100.0%
Jackson County Schools	East Jackson Elementary School	3-5	99.2%	100.0%	#DIV/0!	#VALUE!	100.0%	100.0%	#DIV/0!	#VALUE!	99.0%	#DIV/0!	97.1%	100.0%
	Gum Springs Elementary School	3-5	99.1%	96.7%	#VALUE!	100.0%	#VALUE!	100.0%	#DIV/0!	95.2%	99.5%	#DIV/0!	94.4%	100.0%
	Maysville Elementary School	3-5	96.8%	95.3%	#DIV/0!	#DIV/0!	#VALUE!	100.0%	#DIV/0!	#VALUE!	96.4%	#DIV/0!	86.8%	100.0%
	North Jackson Elementary School	3-5	99.1%	98.8%	#VALUE!	#VALUE!	100.0%	98.1%	#DIV/0!	100.0%	99.2%	#DIV/0!	95.7%	97.7%
	South Jackson Elementary School	3-5	97.4%	96.1%	#DIV/0!	#VALUE!	96.0%	98.3%	#DIV/0!	#VALUE!	97.5%	#DIV/0!	88.1%	100.0%
	West Jackson Elementary School	3-5	98.8%	99.2%	#VALUE!	95.2%	97.7%	100.0%	#DIV/0!	97.2%	99.0%	#DIV/0!	93.6%	100.0%
	East Jackson Middle School - EOG	6-7	97.8%	98.7%	#DIV/0!	#VALUE!	94.1%	98.1%	#DIV/0!	100.0%	97.9%	#DIV/0!	89.2%	100.0%
	West Jackson Middle School - EOG	6-8	98.9%	97.1%	#VALUE!	100.0%	96.4%	98.9%	#DIV/0!	100.0%	99.0%	#DIV/0!	91.8%	98.3%
	East Jackson Comprehensive High School	8-12	99.7%	99.7%	#DIV/0!	100.0%	98.8%	100.0%	#DIV/0!	100.0%	99.7%	#DIV/0!	97.9%	100.0%
	Jackson County Comprehensive High School	9-12	98.7%	100.0%	#VALUE!	100.0%	96.4%	99.2%	#DIV/0!	100.0%	98.7%	#DIV/0!	91.2%	100.0%

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			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
	East Jackson Comprehensive High School - EOG	8	306	140	0	TFS	23	59	0	TFS	210	0	60	17	304	139	0	TFS	23	59	0	TFS	208	0	58	17
	East Jackson Comprehensive High School - EOC	9-12	629	241	0	TFS	59	120	0	25	411	0	84	22	628	241	0	TFS	58	120	0	25	411	0	83	22
	East Jackson Middle & High School - EOC	7-8	87	27	0	0	TFS	TFS	0	TFS	62	0	TFS	TFS	87	27	0	0	TFS	TFS	0	TFS	62	0	TFS	TFS
	West Jackson Middle School - EOC	7-8	148	TFS	0	TFS	TFS	TFS	0	TFS	117	0	TFS	0	148	TFS	0	TFS	TFS	TFS	0	TFS	117	0	TFS	0
Jasper County Schools	Washington Park Elementary	3-5	545	279	0	0	104	44	0	20	377	0	64	31	540	276	0	0	102	44	0	20	374	0	59	31
	Jasper County Middle School	6-8	591	339	1	1	127	44	0	34	384	0	7	15	584	333	1	1	124	43	0	34	381	0	0	31
	Jasper County High School	9-12	456	219	0	0	95	40	0	18	303	0	10	9	446	210	0	0	92	38	0	18	298	0	0	7
Marietta City Schools	A.L. Burruss Elementary School	3-5	190	97	0	3	80	40	0	10	57	0	31	22	190	97	0	3	80	40	0	10	57	0	31	22
	Dunleith Elementary School	3-5	242	204	0	0	124	102	0	9	7	0	23	59	242	204	0	0	124	102	0	9	7	0	23	59
	Hickory Hills Elementary School	3-5	163	109	0	2	52	73	0	6	30	0	33	50	153	102	0	1	45	71	0	6	30	0	23	48
	Lockheed Elementary School	3-5	344	254	0	3	159	158	0	8	16	0	49	113	343	254	0	3	158	158	0	8	16	0	48	113
	Marietta Center for Advanced Academics	3-5	303	95	5	26	74	59	0	18	121	0	12	5	303	95	5	26	74	59	0	18	121	0	12	5
	Marietta Middle School	7-8	1,366	761	0	26	501	536	3	44	256	0	171	154	1,342	746	0	26	489	528	3	44	252	0	147	150
	Marietta Sixth Grade Academy	6	653	385	1	13	247	251	2	21	118	0	79	103	650	383	1	13	245	250	2	21	118	0	76	102

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			Percent 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
	East Jackson Comprehensive High School - EOG	8	99.3%	99.3%	#DIV/0!	#VALUE!	100.0%	100.0%	#DIV/0!	#VALUE!	99.0%	#DIV/0!	96.7%	100.0%
	East Jackson Comprehensive High School - EOC	9-12	99.8%	100.0%	#DIV/0!	#VALUE!	98.3%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	98.8%	100.0%
	East Jackson Middle & High School - EOC	7-8	100.0%	100.0%	#DIV/0!	#DIV/0!	#VALUE!	#VALUE!	#DIV/0!	#VALUE!	100.0%	#DIV/0!	#VALUE!	#VALUE!
	West Jackson Middle School - EOC	7-8	100.0%	#VALUE!	#DIV/0!	#VALUE!	#VALUE!	#VALUE!	#DIV/0!	#VALUE!	100.0%	#DIV/0!	#VALUE!	#DIV/0!
Jasper County Schools	Washington Park Elementary	3-5	99.1%	98.9%	#DIV/0!	#DIV/0!	98.1%	100.0%	#DIV/0!	100.0%	99.2%	#DIV/0!	92.2%	100.0%
	Jasper County Middle School	6-8	98.8%	98.2%	100.0%	100.0%	97.6%	97.7%	#DIV/0!	100.0%	99.2%	#DIV/0!	0.0%	206.7%
	Jasper County High School	9-12	97.8%	95.9%	#DIV/0!	#DIV/0!	96.8%	95.0%	#DIV/0!	100.0%	98.3%	#DIV/0!	0.0%	77.8%
Marietta City Schools	A.L. Burruss Elementary School	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Dunleith Elementary School	3-5	100.0%	100.0%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Hickory Hills Elementary School	3-5	93.9%	93.6%	#DIV/0!	50.0%	86.5%	97.3%	#DIV/0!	100.0%	100.0%	#DIV/0!	69.7%	96.0%
	Lockheed Elementary School	3-5	99.7%	100.0%	#DIV/0!	100.0%	99.4%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	98.0%	100.0%
	Marietta Center for Advanced Academics	3-5	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Marietta Middle School	7-8	98.2%	98.0%	#DIV/0!	100.0%	97.6%	98.5%	100.0%	100.0%	98.4%	#DIV/0!	86.0%	97.4%
	Marietta Sixth Grade Academy	6	99.5%	99.5%	100.0%	100.0%	99.2%	99.6%	100.0%	100.0%	100.0%	#DIV/0!	96.2%	99.0%

GMAP Consortium Demographics

7/29/2021

District Name	School Name	Grade Levels	Number of Students Enrolled											Number of Students Pariticipating in the 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
	Park Street Elementary School	3-5	234	203	0	1	52	171	0	7	3	0	32	122	229	199	0	1	50	169	0	6	3	0	27	120
	Sawyer Road Elementary	3-5	293	217	1	4	78	172	0	16	22	0	34	119	287	211	1	4	75	171	0	16	20	0	28	118
	West Side Elementary School	3-5	250	46	0	8	41	24	0	15	162	0	42	11	250	46	0	8	41	24	0	15	162	0	42	11
	Marietta High School	9-12	2,497	1,455	9	31	985	1,005	8	94	365	0	312	274	2,476	1,440	9	31	973	1,001	8	93	361	0	291	271
Oglethorpe County Schools	Oglethorpe County Elementary	3-5	478	298	1	9	82	63	1	22	300	0	60	55	471	296	1	9	79	63	1	22	296	0	60	55
	Oglethorpe County Middle	6-8	487	278	0	7	81	72	0	24	303	0	62	42	482	276	0	7	79	72	0	24	300	0	62	42
	Oglethorpe County High	9-12	299	293	0	5	60	29	0	17	188	0	50	14	299	293	0	5	60	29	0	17	188	0	50	14
Seminole County Schools	Seminole Co Elementary	3-5	282	285	0	3	108	10	0	13	148	0	20	2	278	278	0	3	107	9	0	13	146	0	16	2
	Seminole Co Middle	6-8	314	314	0	3	136	12	2	14	147	0	31	5	308	308	0	3	133	11	2	13	146	0	25	5
	Seminole Co High	9-12	299	299	0	3	129	13	1	7	146	0	22	0	294	294	0	3	126	13	1	7	144	0	17	0
Treutlen County Schools	Treutlen Elementary School	3-5	262	262	0	0	99	10	0	13	140	0	47	2	261	261	0	0	99	10	0	13	139	0	46	2
	Treutlen Middle High	6-8	263	263	0	1	105	5	0	10	142	0	38	1	261	261	0	1	104	5	0	13	141	0	44	1
	Treutlen Middle High	9-12	221	221	1	3	78	3	0	6	130	0	110	3	221	221	1	3	78	3	0	6	130	0	110	3
Trion City Schools	Trion Elementary	3-5	284	163	0	3	2	69	0	9	201	0	27	23	284	163	0	3	2	69	0	9	201	0	27	23
	Trion Middle	6-8	288	153	0	1	4	56	0	10	217	0	23	10	288	153	0	1	4	56	0	10	217	0	23	10
	Trion High	9-12	367	152	0	3	2	73	0	12	277	0	30	8	367	152	0	3	2	73	0	12	277	0	30	8
GMAP Districts		3-8	114,691	81,022	239	2,913	45,345	24,448	134	4,966	39,604	25	16,622	8,989	113,101	80,127	237	2,881	44,305	24,161	127	4,898	39,002	24	15,572	8,913

GMAP Consortium Demographics

7/29/2021

District Name	School Name	Grade Levels	Percentage of Students Pariticipating in the IADA Pilot											
			Percent 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
	Park Street Elementary School	3-5	97.9%	98.0%	#DIV/0!	100.0%	96.2%	98.8%	#DIV/0!	85.7%	100.0%	#DIV/0!	84.4%	98.4%
	Sawyer Road Elementary	3-5	98.0%	97.2%	100.0%	100.0%	96.2%	99.4%	#DIV/0!	100.0%	90.9%	#DIV/0!	82.4%	99.2%
	West Side Elementary School	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Marietta High School	9-12	99.2%	99.0%	100.0%	100.0%	98.8%	99.6%	100.0%	98.9%	98.9%	#DIV/0!	93.3%	98.9%
Oglethorpe County Schools	Oglethorpe County Elementary	3-5	98.5%	99.3%	100.0%	100.0%	96.3%	100.0%	100.0%	100.0%	98.7%	#DIV/0!	100.0%	100.0%
	Oglethorpe County Middle	6-8	99.0%	99.3%	#DIV/0!	100.0%	97.5%	100.0%	#DIV/0!	100.0%	99.0%	#DIV/0!	100.0%	100.0%
	Oglethorpe County High	9-12	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
Seminole County Schools	Seminole Co Elementary	3-5	98.6%	97.5%	#DIV/0!	100.0%	99.1%	90.0%	#DIV/0!	100.0%	98.6%	#DIV/0!	80.0%	100.0%
	Seminole Co Middle	6-8	98.1%	98.1%	#DIV/0!	100.0%	97.8%	91.7%	100.0%	92.9%	99.3%	#DIV/0!	80.6%	100.0%
	Seminole Co High	9-12	98.3%	98.3%	#DIV/0!	100.0%	97.7%	100.0%	100.0%	100.0%	98.6%	#DIV/0!	77.3%	#DIV/0!
Treutlen County Schools	Treutlen Elementary School	3-5	99.6%	99.6%	#DIV/0!	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	99.3%	#DIV/0!	97.9%	100.0%
	Treutlen Middle High	6-8	99.2%	99.2%	#DIV/0!	100.0%	99.0%	100.0%	#DIV/0!	130.0%	99.3%	#DIV/0!	115.8%	100.0%
	Treutlen Middle High	9-12	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
Trion City Schools	Trion Elementary	3-5	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Trion Middle	6-8	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
	Trion High	9-12	100.0%	100.0%	#DIV/0!	100.0%	100.0%	100.0%	#DIV/0!	100.0%	100.0%	#DIV/0!	100.0%	100.0%
GMAP Districts		3-8	98.6%	98.9%	99.2%	98.9%	97.7%	98.8%	94.8%	98.6%	98.5%	96.0%	93.7%	99.2%

Appendix B

The Utility of Range Achievement Level Descriptors: A Shared Interpretive Framework for Test Designers, Teachers, and Administrators

June 2021

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Abstract

Range achievement level descriptors (RALDs) describe how students typically progress in learning from beginning to distinguished levels of achievement for each content standard for a state. RALDs have the potential to provide a common interpretive framework both for test designers and users of formative, interim, and summative tests. The primary purpose of this study was to investigate the utility of RALDs to influence teacher instructional decisions, especially for low-achieving students. A secondary purpose was to inform the design of an integrated through-year computer adaptive test. The study took place across four focus groups and two work sessions, one for ELA and another for math. A total of 19 individuals participated from across the state of Georgia.

Results were obtained through a series of focus groups, work sessions, and an online survey conducted between January 2020 and March 2021 to provide a better understanding of how Georgia schools address the learning needs of off-grade students and the extent to which RALDs used within a through-year assessment may be useful to teachers and district leaders. Results are reported in two phases. In Phase 1, education leaders discussed how they identified students as off grade, parameters around providing off-grade instruction, the nature of Tier 2 and Tier 3 instruction, content standards most in need of remediation, curricular programs, and the use of RALDs in instruction. In Phase 2, teachers responded to survey questions relative to the alignment exercise between student work samples and RALDs they participated in during the teacher alignment work session.

During the focus groups, district curriculum leaders reported a strong preference for allowing off-grade adaptivity in a through-year adaptive assessment that provides fine-grained instructional guidance. They were also receptive to the idea of using RALDs as an interpretive lens. During the alignment work sessions where teachers were asked to align samples of their students' work to RALDs, we observed that teachers could align work samples to on-grade and below-grade RALDs but did not always agree with each other initially, and some teachers had lower expectations than others. The teacher-to-teacher dialogue surrounding expectations seemed to increase mutual understanding of the meaning of the RALDs.

Overall, this study provided evidence that the studied RALDs do align to a sample of learning activities of below-grade and on-grade students. It also highlighted the value of teacher workshops that can calibrate teacher interpretations of RALDs. We conclude that RALDs do have the potential to provide utility to support instruction, with a caveat that professional learning centered around RALDs should be an integral part of the theory of action.

1. Introduction

This report presents the results of a study conducted across multiple focus groups with Georgia educators to determine the utility of using range achievement level descriptors (RALDs) in the classroom. The goal of this study was to understand how Georgia schools identify and address the learning needs of students who are below grade in terms of academic achievement. Specifically, we wanted to know the types of instructional activities and programs that were offered to students exhibiting achievement levels below grade level. Most importantly, we wanted to see how well the RALDs developed for the Georgia MAP Assessment Partnership (GMAP) through-year assessment aligned with the typical learning needs and instructional activities that educators used during below-grade instruction. Results are reported qualitatively through educator focus groups and work sessions and descriptively based on survey responses.

1.1. RALD Overview

RALDs describe what increasing knowledge, skills, and abilities are expected of students across achievement levels based on the content standards for each content area and grade (e.g., 30 content standards for a content area and grade \times 4 achievement levels = 120 RALDs). Appendix A presents an example of the RALDs from the GMAP through-year assessment. RALDs can be the bridge that connects instructional systems and assessments, giving meaning to test scores and helping teachers understand what is expected of students at each content standard. The evidence needed to draw a conclusion is made explicit in the RALDs and items are developed specifically to those evidence pieces. Teachers can then use RALDs in the classroom to guide their instruction by combining their knowledge of their students with what is expected of them at each achievement level. If a single approach to rigor and standards interpretation are used across systems, increased educational systemic validity could occur.

1.2. Instructional Utility

Assessment of academic achievement provides educators and students with information relative to the student's academic standing in a content area at the time of assessment. In general, assessment results indicate where the student falls within a continuum (i.e., lower end, average, or higher end). However, two criteria are necessary for an assessment to be useful for educators and students beyond the purpose of accountability: (1) assessing students where they are and (2) reporting on the specific areas in need of improvement in the subject assessed.

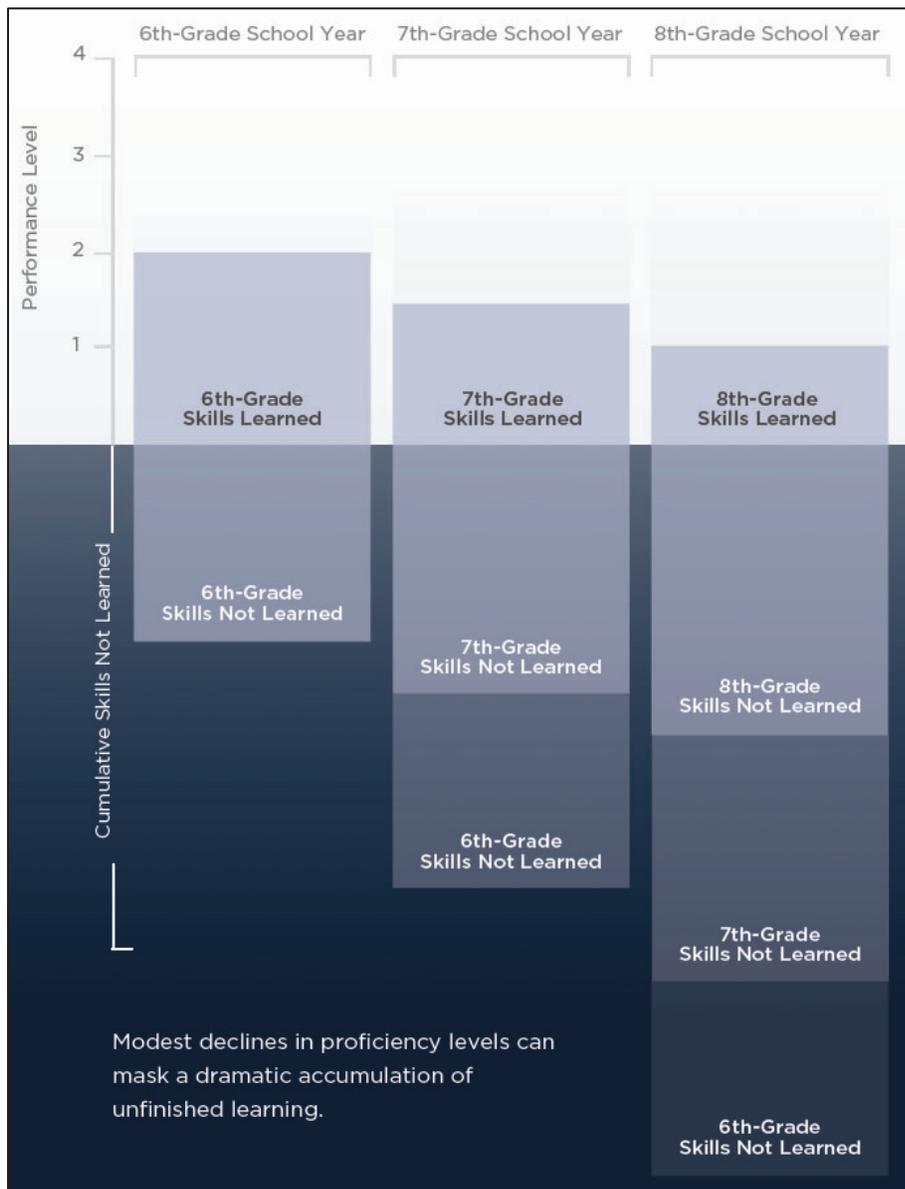
1.2.1. Assessing Students Where They Are

Assessing students where they are, also referred to as out-of-level (grade level) testing, allows students to demonstrate their ability regardless of their current grade. Out-of-level testing use in conjunction with adaptive tests provides an elegant platform for which on- and off-grade content may be administered based on an individual student's performance.

The *Iceberg Problem* (New Classrooms, 2019) provides a compelling illustration of the extent to which the range of student ability may be obscured by limiting assessment to on-grade content, thus exacerbating gaps in student learning over time. Figure 1.1 presents a depiction. The diagram shows Grade 6, Grade 7, and Grade 8 along the top and student performance level on the side above the dark line. Low-achievement students, or students who have not had an opportunity to learn all the content, are portrayed in the lower portion of the performance level area of the chart. The dark portion represents skills that students have not learned that are not measured by the assessment.

The metaphor is that this dark blue portion represents water, and beneath the water are the skills that have not been learned. This is not as clearly visible as what is above the water, which represents the visible skills that are made explicit through testing. When we measure students' progress, we tend to measure what they can do as represented by a performance level (i.e., above the water). Over time, as the student moves across grades, there is an accumulation of unlearned content. This is the concept of the iceberg. It shows a little bit on top, but beneath there is unlearned content that accumulates across time. If we do not meet those underlying learning needs, the students may find it more and more difficult to master the on-grade content. We want to hold students to on-grade learning expectations but need to understand what they are missing out on (i.e., what gaps are beneath the surface) and address them so students can catch up and meet those on-grade expectations.

Figure 1.1. Iceberg Problem: How Learning Gaps Accumulate Over Time



Source: New Classrooms, 2019 (<https://www.newclassrooms.org/icebergproblem/>). In the public domain.

The GMAP through-year adaptive test will measure where students are on-grade and then go beneath the surface if necessary to find out what the students are missing out on and provide that information to teachers. The goal with the RALDs and the item design is that if a student is struggling with below-grade content they have not learned yet, we can identify what it is to help teachers as they strive to meet each student's needs. However, the practice of including off-grade content within assessment is not without controversy. Arguments in support of and against off-grade testing from the literature are subsequently detailed below.

- Arguments in favor. Testing students with an assessment that provides for off-grade content mitigates frustration and emotional trauma students may experience when they encounter items that are above their current ability (Elliott & Thurlow, n.d.; Thurlow et al., 1999). Off-grade testing has also been demonstrated to improve the validity and reliability of measurement (Minnema et al., 2000; Thurlow et al., 1999; Warne, 2012; Wei & Lin, 2014). When students are tested at their level of functioning and receive items that are better matched to their instructional delivery, test efficiency and score variability and discrimination are improved, all of which increase the precision of the test results (Elliott & Thurlow, n.d.; Liu, 2019; Minnema et al., 2000; Wei & Lin, 2014).
- Arguments against. Assessments must be consistent with the purpose for which they are being used (Elliott & Thurlow, n.d.; Thurlow et al., 1999). Reporting of test scores under off-grade circumstances can become confusing and convoluted (Elliott & Thurlow, n.d.). Furthermore, federal law requires that school accountability be based on grade-level content only, so students should not be assessed with off-grade content (Pearson, 2017). Additional opposing arguments suggest that testing students below grade level reflects low expectations for students and negatively affects their instruction (Elliott & Thurlow, n.d.; Thurlow et al., 1999). Analyses by Pearson (2017) also found that the gain observed in measurement accuracy by adding off-grade items was minimal while adding an additional 10 to 20 minutes to the average length of the testing time.

At NWEA, we believe off-grade testing is important for identifying where kids are at in their learning. The through-year assessment has been design and developed based on RALDs and will adaptively administer on-grade items to determine if the student is on track to meet end-of-year learning expectations before adapting up or down, even outside of grade level, in response to the student's performance. As the iceberg problem illustrates, on-grade only item pools may produce floor effects for low-achieving students, limiting the instructional utility of such tests for low achievers. Off-level adaptive assessments have been used to address this problem but have been criticized for lowering academic expectations for low-achieving students. Adaptive assessments with item pools based on RALDs have the potential to remedy the conflict between off-level and on-level testing for two reasons:

1. Adaptive item pools that are developed to align to RALDs may avoid the problems of floor effects that on-grade only tests often exhibit because they expand the range of measurable behaviors.
2. The design of the through-year adaptive test can address many of the arguments against off-level adaptivity. For instance, the argument against off-level adaptivity that it does not meet the purpose of a summative test does not apply to a through-year assessment that has been expressly designed to provide both summative and instructional feedback. Another example, includes the concern that below-grade level adaptivity may lower expectations, but this can be addressed by ensuring that at least

60% of the items of each test is on-grade; moreover, always ensuring that students are classified into on-grade achievement levels will also ensure that grade-level expectations will not be neglected, while still allowing off-grade adaptivity for instructional purposes.

3. RALDs as learning progressions can provide scaffolds to help students of all learning abilities because they show what the student needs to learn next to progress up the learning progression. This potential benefit is predicated on the claim that RALDs align to learning assignments and activities of teachers serving low-achieving students.

1.2.2. Reporting on Specific Areas in Need of Improvement

If a student can answer a collection of items in a given achievement level, an inference that they have probably mastered that level can be made. Post assessment, the RALDs can allow for reflection of student performance based on the final cut scores. RALDs provide the intended interpretations of what a scale score means in terms of the learning the student has demonstrated and that which requires additional instruction. The primary intended benefit of integrating RALDs into item development and score reporting is to provide all test users statewide one common framework for interpreting assessment feedback throughout the entire school year across all levels of learning.

Although states adopt common content standards to level the playing field, content standards define academic expectations for students by the end of the school year. RALDs provide greater specificity in terms of learning expectations as progressions of learning within each content standard. Since RALDs unpack content standards into finer-grained learning progressions, they have the potential to be useful to teachers across the full spectrum of student learning reflected across the entire school year, not merely at the proficient level at the end of the year. Therefore, using RALDs to inform instructional decisions throughout the school year has the potential to help teachers detect and close achievement gaps.

A recent study in Georgia has shown a misalignment between formative assessments and summative assessments, suggesting that teacher expectations are too low relative to summative expectations (Hall, 2020). Hall argues that reform is needed to increase the rigor of formative assessment because “Information gained through the grades from formative assessments, is at best, left to varying and wide-spread interpretation.” (p. 152). RALDs may play an important role in the reform that Hall calls for because they can improve the alignment of formative and summative achievement expectations.

2. Methods

The RALD utility study was conducted in two phases, with Phase 1 including four focus groups and Phase 2 consisting of two teacher alignment work sessions, one for ELA and another for math, followed by an online survey. All sessions were conducted virtually. Phase 1 was conducted between January and February of 2020, whereas Phase 2 was conducted between January and March of 2021. In the focus groups, educators were asked questions regarding policies and procedures used in their districts surrounding students whose achievement level performance was off grade. Phase 2 focused on how teachers in the classroom work with off-grade students. Of particular interest was the extent to which teachers felt RALDs might be used to support instructional feedback for their students. Both educational leaders and teachers voluntarily consented to participate.

2.1. Participants

A total of 19 individuals participated, with some partaking in more than one event. Table 2.1 indicates the district and sex of each participant for each study event. Each number/letter combination represents one participant. The numbers represent a unique identifier for each participant, and the letter represents either female (F) or male (M). As shown in the table, the 19 participants represented a purposive sample targeting K–12 leaders and educators from eight districts in Georgia. The focus groups included district and curriculum leads, whereas the work sessions included classroom teachers. Each district and curriculum lead participated in up to two of the four focus groups. Four of the five teachers who participated in the work sessions also participated in the post-session survey. Most of the participating educators were female (74%), with the remaining 26% being male.

Table 2.1. Participant Demographics

District	Focus Group*				Work Session*		
	FG1	FG2	FG3	FG4	Math	ELA	Survey
Barrow County	1F	1F 8F					
Clayton County	2F		11F		15F 16F 17F	18F 19F	15F 16F 18F 19F
Chatuge		9F 10M					
Floyd County				12F 13F			
Dalton	3F						
Jackson County	4M 5M		4M 5M				
Jasper County	6M						
Marietta City	7M			7M 14F			

*F = female. M = male. Numbers prior to gender codes represent a unique identifier for each participant.

2.2. Phase 1: Focus Groups

Phase 1 consisted of a series of four focus groups conducted with 14 education leaders across eight school districts in Georgia. During each focus group, we asked education leaders the following questions regarding the policy and procedures used in schools surrounding students whose assessment results indicated their achievement level was off grade.

1. How do districts determine if a student is off grade in fall, winter, and spring?
2. How far off grade are teachers permitted to go to support students during instruction?
3. What does Tier 2 and Tier 3 instruction look like in your district?
4. How long are students in Tier 2 and Tier 3 instruction?
5. What are instructional leaders doing with off- and on-grade students?
6. Which curriculum programs are used across districts?
7. Do you use summative reports in combination with interim tests?
8. Are RALDs used within instruction by teachers in your district?
9. Which content standards are most in need of remediation among rising students in Grade 3 and Grade 6?

The purpose of the last outcome was to identify a subset of standards for the Phase 2 study. We focused on Grade 3 and Grade 6 because we believe student readiness to learn at these grades is pivotal to student academic growth (Kearney & Garfield, 2019). More specifically, Grade 3 was chosen to see if we needed to adapt below Grade 3, and Grade 6 was chosen because students can often fall behind in the transition between Grade 5 and Grade 6.

Each focus group was prefaced with a description of the study. Topics discussed were semi-structured in that each of the focus groups did not discuss all the topics identified for the measure. Therefore, the number of respondents for each topic varied from three to seven representing two to eight districts. Responses were coded with a compare and contrast approach to establish emergent themes. Where themes were few or did not exist, descriptive summaries were provided.

2.3. Phase 2: Alignment Work Sessions

Phase 2 of this study focused on how teachers in the classroom reported working with students whose class work suggested their achievement level was off grade. Particularly, we wanted to examine the extent to which educators felt RALDs provided supportive instructional feedback for students. Phase 2 consisted of two separate one-hour work sessions that were conducted virtually with Georgia teachers with specialties in ELA and math from a single school district.

Prior to each work session, teachers were asked to submit 6–12 deidentified student work samples. Work sessions were prefaced with a description of the study, including background on off-grade adaptivity and the type of assessment solutions that can provide off-grade adaptivity relative to their student population. The participants then walked the group through their work samples to identify the grade level the particular sample represented, the on-grade content standard the sample aligned to, and the RALD it most closely aligned to. This process was repeated across six samples in ELA and 14 samples in math. A series of questions such as the following were used to guide the discussion:

1. What grade level does this work sample or assignment represent?
2. In what month did the student complete this work sample?
3. When did the student have the opportunity to learn this content standard?
4. To what on-grade content standard(s) does this work sample or assignment align?
5. To what below-grade content standard(s) does this sample align?
6. To what RALD does this sample most clearly align?

Once teachers completed the work session, they were asked to complete an online survey asking questions about desirable traits of reporting on student achievement, off-grade adaptivity on assessments, and the utility and validity of the RALDs they interacted with as part of their work session activities. As shown in Figure 2.1, the survey also consisted of two agreement statements regarding the GMAP RALDs used during the sessions using a five-point Likert scale.

Figure 2.1. Phase 2 Evaluation Survey RALD Agreement Questions

2. If you are a teacher and have reviewed the GMAP RALDs, to what extent do you agree with the following statement?

The GMAP RALDs are very helpful when I work with off-grade students, especially the lowest performing students.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Fall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. If you are a teacher and have reviewed the GMAP RALDs, to what extent do you agree with the following statement?

The GMAP RALDs that I have seen match the sample of assignments and student work samples I use for instruction.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Fall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Winter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.4. Data Collection and Analyses

Qualitative data were obtained through the semi-structured, audio recorded focus group and alignment work sessions and via an online educator survey. The focus group and the work sessions were transcribed and analyzed thematically using an inductive method based on data-driven codes (Braun & Clarke, 2006). Survey results were analyzed descriptively. The second half of the math work session was not recorded, so 11 of the 14 work samples reviewed in that session could not be included in the transcriptions.

3. Results

3.1. Phase 1

How do Districts Determine if a Student is Off Grade in Fall, Winter, and Spring?

Eight school districts responded to the question of how they determined if students were off grade in fall, winter, and spring of the school year. All indicated multiple means for identification. However, only six districts specifically indicated the measures used in fall, and one provided measures specific to each term. Table 3.1 illustrates the six themes identified by educators.

Table 3.1. Themes Relative to Measures Used to Identify Students Who Were Off-Grade

Theme	Term	N
Prior year GMAS	Fall	5
DIBELS	Not specified	4
MAP Growth	Not specified	3
Fountas and Pinnell	Not specified	2
Numeracy Project assessments	Not specified	2
Benchmark assessments	Not specified	2

How Far Off Grade are Teachers Permitted to go to Support Students During Instruction?

Representatives from six districts responded to the question regarding the extent to which teachers could go off grade level to support students during instruction. The most salient theme reported by 67% of the districts was that teachers were permitted to go off grade as far as was necessary to support their students during instruction. The remaining 33% indicated that it varied by subject. The caveat was that teachers could go off grade as far as was necessary for ELA, could only dip below grade level in math, and could not go off grade in science.

What Does Tier 2 and Tier 3 Instruction Look Like in Your District?

Representatives from five districts responded to the question asking what instruction looked like for Tier 2 and Tier 3. Multiple modes of instruction were described by 60% of the districts. The most salient theme described by all districts was the intervention time/program, also described as small-group instruction, which is a component of the workshop model described by Barrow County. Sixty percent of districts also reported using extended learning time (ELT).

How Long are Students in Tier 2 and Tier 3 Instruction?

Representatives from six districts responded to the question regarding the amount of time that students received Tier 2 and Tier 3 instruction. Multiple responses were provided by two districts. Three salient themes were identified. The most salient theme was that it varied by student (67%), followed by 30 minutes a day for two to five days (33%) and 45 to 60 minutes per day (33%).

What are Instructional Leaders Doing with Off- and On-grade Students?

Five educators representing four districts responded to the question that asked what instructional leaders were doing with off- and on-grade students. Two overarching themes emerged, one with a student focus (80%) and the other a teacher focus (40%). One educator indicated a combination of the two. Several student focus programs/strategies were named including Lexia, Read 180, Math 180, Language Live, AP classes, and utilization of multiple tiers of student support (MTSS). However, only a single professional development program, The Numeracy Project, was identified.

Which Curriculum Programs are Used Across Districts?

Six educators representing five districts responded to the question regarding the curriculum programs used in their district (see Table 3.2). The most salient themes for ELA were Read 180, Fountas & Pinnell, and System 44. For math, the most salient themes were Eureka Math and enVision Math.

Table 3.2. Curriculum Programs Identified as Most Used Across Districts

Subject	Curriculum Program	N
ELA	Read 180	4
	Fountas & Pinnell	2
	System 44	2
Math	Eureka Math	3
	enVision Math	2

Do You Use Summative Reports in Combination with Interim Tests?

Three districts were asked about the use of summative reports in combination with interim tests. Each district indicated this as current practice. They all identified MAP Growth, in conjunction with the learning continuum, as the interim measure and corresponding report used with the report generated from their summative test (i.e., GMAS).

Are RALDs Used Within Instruction by Teachers in Your District?

Two districts were asked about the use of RALDs within instruction. Both reported that the district provided teachers with instructional resources linked to RALDs. One district described it as a literacy and mathematics framework connecting the standards, RALDs, and resources together, to which the other district indicated their approach was similar.

Which Content Standards are Most in Need of Remediation Among Rising Students in Grade 3 and Grade 6?

Eleven educators representing six districts responded to the question regarding the most troublesome content areas for students as they enter Grade 3 and Grade 6. Themes are reported in Table 3.3. The most salient theme identified in each ELA and math group was vocabulary for Grade 3 students. There was no consensus among the other content areas identified. In Grade 6, the most salient themes were vocabulary and comprehension for ELA and fractions and geometry for math.

Table 3.3. Problematic Content Standards for Rising Grade 3 and Grade 6 Students

Grade	Content Area	N
3	Vocabulary (ELA)	2
	Vocabulary (Math)	2
6	Vocabulary (ELA)	3
	Comprehension	2
	Fractions	3
	Geometry	2

3.2. Phase 2

Four of the five teachers who participated in the ELA and math work sessions provided their feedback in the online survey to the two questions regarding alignment and use of RALDs with their student work samples. Each question was asked relative to instructional term (i.e., fall, winter, and spring). Two of the respondents were ELA teachers, and the other two taught math. All four respondents were female.

RALDs are Very Helpful When I Work with Off-grade Students, Especially the Lowest Performing Students

The two math teachers *strongly agreed* with the statement that the RALDs were helpful for the students identified for all terms of instruction. However, the ELA teachers differed from both the math teachers and from one another. One of the ELA teachers *agreed* that RALDs would be helpful across the school year, while the other indicated she *neither agreed nor disagreed*.

The GMAP RALDs that I Have Seen Match the Sample of Assignments and Student Work Samples I Used for Instruction

All four teachers *agreed* or *strongly agreed* that the RALDs matched the sample of assignments and the work samples they reviewed during their corresponding work sessions. Two of the teachers were consistent in their level of agreement across all instructional terms, while the other two respondents increased the degree to which they agreed as the terms progressed. Table 3.4 illustrates the extent to which teachers across subject areas agreed with this statement across instructional terms.

Table 3.4. Level of Agreement That RALDs Match Assignments and Work Samples Across Terms

Teacher Respondent	Subject	Fall	Winter	Spring
1	ELA	Agree	Strongly agree	Strongly agree
2	ELA	Agree	Agree	Agree
3	Math	Agree	Agree	Strongly agree
4	Math	Strongly agree	Strongly agree	Strongly agree

4. Conclusion

The main takeaway of this study is that RALDs have the potential to have high utility to teachers in the classroom. However, for this to be realized, professional training similar to the Phase 2 work sessions should be provided to teachers.

4.1. Results Summary

Results of this study indicate that all participating districts used multiple means of identifying students who were off grade, including those below grade level and those above grade level. Additionally, most districts (67%) indicated that instruction was permitted as far off grade as necessary and should be determined on a student-by-student basis. Extended learning time for intervention programs built into the school day and the daily use of the *workshop model* of instruction provided additional evidence that districts have in place a means to support both on- and off-grade instruction as warranted. This underscores the importance of an assessment and reporting system that follows suit when the goal is to provide instructionally relevant information for students.

As illustrated in the *Iceberg Problem* (New Classrooms, 2019), when students do not learn everything they need to learn in a grade, they carry that lack of understanding into the next grade, which hinders their ability to learn. This was evident during the Phase 1 focus groups when education leaders were asked about the content standards most in need of remediation at the beginning of Grade 3 and Grade 6. Educators reported students' vocabulary as the most salient theme in Grade 3 across both ELA and math, which further perpetuated vocabulary deficiencies by Grade 6. Although deficiencies in vocabulary were specifically identified for ELA only in Grade 6, educators included examples where vocabulary was an issue in math as well. For example, relative to a vertical alignment exercise in geometry for elementary grade teachers, one educator spoke to how the use of *different terms* in elementary school did not translate when students got to middle school and then did not translate again once they got to high school.

During Phase 2, the process of alignment between student work samples and the current Georgia standards revealed students performing below grade-level standards. The additional provision of RALDs used within the teacher work sessions accomplished two important goals: (1) understanding the extent to which the RALDs unpacked the standards across achievement levels with sufficient specificity to represent the range of student achievement throughout the school year within and across grades, and (2) understanding the utility of an assessment adapting between on- and off-grade content when warranted as an initial step toward identifying and reporting on specific areas in need of remediation or acceleration.

We observed that the expectations of teachers for on-grade-level work was influenced by the population of students they serve. For example, the support teacher tended to rate work samples higher on the RALD continuum than the academic teacher in the math work session. The dialogue between these teachers illustrates the benefit of using RALDs as a common framework for comparing student performance from different student groups because it raises awareness of subtle, and not-so-subtle, differences in academic expectations across teachers. When teachers align their own student work samples and the work samples from other classrooms, the process of talking through differences of opinion increases everyone's comprehension of the RALDs and raises lower expectations. Without such conversations, teachers may become influenced by the normal performance of their own students and inadvertently lower learning expectations.

4.2. Limitations

While this study provided valuable insight into the utility of RALDs, some limitations must be noted when considering the results. First, the sample of participants in this study represents a sample of convenience and may not be representative of the K–12 education system within the state, thereby limiting the generalizability of the findings. Additionally, while RALDs provide a finer level of detail when informing instruction, nuanced differences across students within the same RALDs may remain. Lastly, this study was conducted just before and during the COVID-19 pandemic. In the original research plan, the Phase 2 teacher work session was going to be implemented in face-to-face sessions scheduled in March 2020 with 6–12 teachers per subject. However, in response to COVID, the planned sessions were held virtually instead, with in-person work sessions postponed to the next school year.

COVID had two other impacts to the study plan and results. First, Clayton county schools delayed the start of the school year and transitioned completely to virtual instruction, which placed additional work responsibilities on teachers. Therefore, to ease the burden on participating teachers, we reduced the scope of the alignment work session by reducing the number of teachers and the number of work samples. Second, because the school year had been delayed, the work samples that teachers selected came from the beginning and middle of the school year rather than the full range of the school year as originally planned. Therefore, the fact that the work samples tended to be below grade or at the lower levels of on-grade achievement levels may be due to the negative impacts of virtual instruction and disruptions caused by the pandemic. Moreover, when interpreting the findings of this study, it should be kept in mind that the work samples did not reflect end-of-year learning.

4.3. Professional Learning Workshops

Perhaps the most valuable implication of this study is that it uncovered the need and potential benefits of professional learning workshops focused on RALDs. One benefit of developing item pools and tests around RALDs is that RALDs can provide a common interpretative framework for understanding and interpreting interim and summative test results. In this study, district participants reported a variety of approaches to defining and detecting off-grade performance. They were also positive to the idea of integrating RALDs into instructional decision making. Given the variability of curricula and instructional interventions, using RALDs as a common interpretive framework seems beneficial. However, this study suggests that this benefit may not be realized if teachers do not have practice using RALDs as a lens for interpreting student work.

Furthermore, and perhaps most importantly, teachers in this study displayed contrary opinions as to what work samples represented each level of the RALD, although these same teachers often reached a common understanding of learning expectations through dialog. This implies that for RALDs to serve as a common interpretive framework, teachers need professional learning workshops that involve alignment activities with work samples from their own classroom and other diverse classrooms followed by teacher-to-teacher dialog. Not only would such workshops increase teacher comprehension of the RALDs and their likelihood of using them during instruction, they would also help to produce a common understanding and interpretation of the RALDs across classrooms, schools, and districts. This process may help educators achieve and maintain appropriate and comparable learning expectations for all students. These findings agree with other studies that have examined the effects of professional learning activities based on learning progressions (Furtak et al., 2018).

Another useful outcome of the virtual work session is that we learned how future professional learning workshops could be scaled up to include larger groups of teachers and work samples. The in-person version of this alignment work session would have prompted participants to categorize paper-based work samples into RALDs by placing them physically into bins representing each achievement level. In this process, the number of teachers and work samples is only limited by the size of the room and number of tables. However, in the virtual work sessions implemented in this study, the alignment process, the number of participants, and the work samples were constrained by the size of the monitor and screen resolution. To overcome this limitation, future studies should experiment with visual collaboration software (e.g., Miro) to expand the virtual “table top,” providing users with the concurrent ability to sort their own digital work samples into bins and zoom in on work samples to increase resolution as needed, thus allowing the inclusion of more teachers and more work samples.

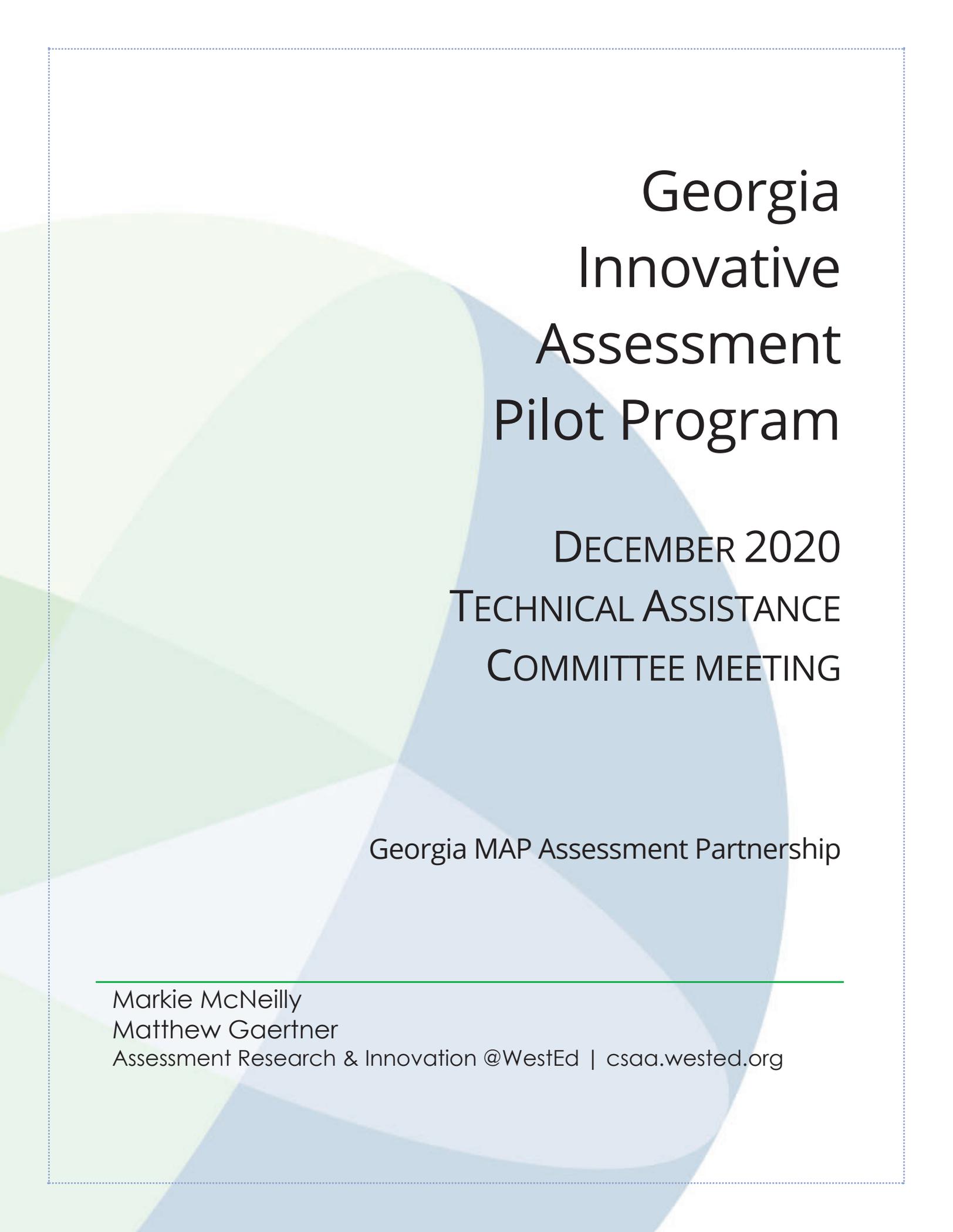
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Appendix A: RALD Example from the GMAP Through-Year Assessment

Domain	Strand	Georgia Standard Label	Georgia Standard Text	A Beginning learner likely...	A Developing learner likely...	A Proficient learner likely...	A Distinguished learner likely...
				Beginning KSAs	Developing KSAs	Proficient KSAs	Distinguished KSAs
Reading: Literature	Key Ideas and Details	ELAGSE5RL1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	identifies what is explicitly stated in the text.	determines low-level inferences from the text by quoting basic ideas.	quotes textual evidence when explaining what the text says explicitly and when drawing inferences.	quotes subtle textual evidence when drawing inferences across the text.
Reading: Literature	Key Ideas and Details	ELAGSE5RL2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	identifies a theme of a story, drama, or poem when it is explicitly stated; retells simple details of a text.	identifies a theme of a story, drama, or poem using basic connection to ideas; identifies simple solutions to problems that may arise for characters; provides a basic summary (beginning, middle, end with some details) of text events.	determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; provides a summary of text.	explains how the theme is developed through characters' actions and responses to challenges or how the speaker in a poem analyzes a topic; provides a summary that shows relationships between the characters, the speaker, and the theme.
Reading: Literature	Key Ideas and Details	ELAGSE5RL3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	makes simple comparisons or contrasts of characters, settings, or events explicitly stated from the text.	makes low-level comparisons and/or contrasts of characters, settings, or events in a story or drama based on basic connections and details.	makes a comparison or contrasts two or more characters, settings, or events in a story or drama drawing on specific details in the text (e.g., how characters interact).	makes sophisticated comparisons and contrasts of two or more characters, settings, or events in a story or drawing on subtle and implicit details in the text.
Reading: Literature	Craft and Structure	ELAGSE5RL4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	identifies the meaning of simple words, phrases, or figurative language as it is used in a text when explicit context is provided.	determines the meaning of words and phrases, including figurative language, as used in a text when context is provided or from basic connections.	determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	analyzes the meaning of complex words and phrases as they are used in a text, including complex figurative examples.

Appendix C



Georgia Innovative Assessment Pilot Program

DECEMBER 2020
TECHNICAL ASSISTANCE
COMMITTEE MEETING

Georgia MAP Assessment Partnership

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GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

DECEMBER 2020 TECHNICAL ASSISTANCE COMMITTEE REPORT FOR THE GEORGIA MAP ASSESSMENT PARTNERSHIP

INTRODUCTION

The Georgia Innovative Assessment Pilot Program (IAPP) Technical Advisory Committee (TAC) meeting was convened on December 15, 2020. The meeting was held virtually via Zoom video conferencing. Attendees included members of the TAC, the Georgia MAP Assessment Partnership (GMAP), NWEA, the Georgia Department of Education (GaDOE), 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.

UPDATE ON CONSORTIUM ASSESSMENT SYSTEM

DESCRIPTION

The GMAP Partnership and NWEA provided an update on the consortium's assessment system. The COVID-19 pandemic shifted the timeline for planned activities. The consortium shared details on the continued impact of the COVID-19 pandemic. Most notably, the decision was made not to field test in Spring 2021, as previously planned. The overall timeline for producing an operational test and for establishing comparability has been shifted out by at least a year. They also shared updates on the consortium's membership as well as status updates on content development activities, psychometric activities, and the development of student score reports.

TAC DISCUSSION AND RECOMMENDATIONS

During the presentation, the GMAP Partnership shared that two new districts were approved by the consortium to join their membership — Chattahoochee and Calhoun. Both of these districts are in the southeastern area of the state, which has not been represented in their membership until now.

An update was given on content development activities. ELA and math items are in development, with the first field test planned for spring 2022. They are working on the range PLDs as far as they can at this point in their process. They worked with their content advisory boards (composed of educators from across the state) to review the new assessment items. Item content and bias reviews took place over the summer. Science

development — the first draft of range ALDs and item specifications — are in development. Content development activities will continue, with additional review committees planned for next summer.

Within the field test plan, references to open-ended questions in the writing domain have been removed. Items requiring hand-scoring have been deferred, and the consortium will revisit their inclusion once the test becomes operational. Instead, technology-enhanced items will be included to measure writing. Technology-enhanced items are multiple-part items that measure aspects of the writing process, without requiring students to actually write. These item types have been used for a few years now. One of these item types includes highlighting text within a passage. The TAC would like to see what these items look like at a future meeting.

Psychometric activities have also progressed. NWEA has been working on how technology and processes will need to be set up in order maximize valid and reliable results. They have been conducting item calibration studies and optimizing code. A range achievement level descriptor (RALD) utility study is underway, but it has been difficult to progress without being able to get into classrooms. NWEA has also been working through vetting the spring 2022 field test plan. Through-year Computer Adaptive Test (CAT) simulation studies have been conducted and will continue over the next year.

NWEA provided an update on the development of a family score report. A prototype was reviewed by GMAP districts over the summer. A usability study was conducted with parents/guardians and teachers in the fall. Score report prototypes will continue to iterate, incorporating information and feedback from stakeholders (teachers, students, families). Participation in the score report activities over the summer was limited to three of the member districts due to the pandemic. As students return to the classroom, engagement is slowly increasing. The TAC would like to see what the score reports look like at a future meeting.

FIELD TEST PLAN FOR SPRING 2022

DESCRIPTION

NWEA shared an update on the field test plan for the ELA and math assessments, now projected to take place in spring 2022. The basic field test design, content design, and timeline were presented.

Students will take MAP with field test items included. The test will be longer than a typical testing event because MAP results still need to be produced, including a RIT score which many schools utilize for student classification. Reliable summative scores will also need to be produced. This will happen after the field test data have been calibrated. Further, a comparability study is planned for summer 2022. Sufficient field test items must be

administered in order to have an operational test in spring 2023. The TAC suggested that NWEA develop and evaluate success criteria for the field test when finalizing their plans.

TAC DISCUSSION AND RECOMMENDATIONS

Learning loss due to COVID-19 was discussed. It is unknown how student performance on the assessment will be impacted by learning loss from the 2020-2021 school year. NWEA plans to evaluate the stability of the scale each year and if necessary, recalibrate and rescale.

MAP Growth will be administered in fall and winter of 2021-2022 within the typical timelines and the usual technology platform. In spring 2022, students will take the regular MAP Growth and adaptive MAP Growth tests on a new platform. The TAC recommended trying to get a measure of student motivation (such as item latency and completion rates). Additionally, they suggested getting feedback from teachers and students about their experience and how much effort they exerted on field test items.

Sample items will be made available ahead of the field test, since field test items will look different from the MAP Growth items students are used to seeing. The TAC supports this approach, and also recommended including sample items in the beginning of the test. Including sample items in the beginning of the test will ensure that all students have an opportunity to practice interacting with the technology-enhanced items.

The TAC had some concerns over the number of items that are included for field testing. NWEA explained their field-testing approach including limitations on the number of participating students and the number of items needed to support an operational CAT item pool. The TAC recommended reducing the number of items students are given in the field test as much as possible, be it through increased recruitment or otherwise. The TAC also suggested finding alternate solutions to embedding the field test items on the test. One suggestion included embedding or partially embedding field test items within the MAP Growth test. In this way, it is less obvious to students that these are items that do not count toward their score. Another recommendation was to provide different forms to students, so that on some forms the field test questions would appear first and on other forms the field test questions would appear after the MAP Growth test.

Suggestions from the TAC also included altering the design of the field test. For example, NWEA could consider eliminating the GMAP individual-level summative score during the field test in order to reduce the number of items administered to each student. Decision consistency across Georgia Milestones and GMAP could be projected based on aggregate level data.

During NWEA's high-level overview of the field test design, NWEA and the TAC discussed the placement of item blocks within a form. The TAC recommended constraining passages to a specific location in the operational delivery. Another option is to constrain

the number of passages and fix them within two slots on the test form. There may be value in varying the location of the passage blocks because the item positions will vary on the adaptive test.

NWEA asked for the TAC's advice on how to place ELA and reading items into an existing reading scale if they use a fixed-person parameter calibration. The TAC recommended that NWEA verify the approach and that the theta scores that are generated are either equivalent or close enough to be considered comparable. The TAC suggested that it may be helpful to look at the stability of the theta estimates for a 30-item MAP Growth test versus a 40-item MAP Growth test. The TAC said that there might be a dimensionality issue; however, there are a number of other assessments that have used this same approach (e.g., ELPA21, CPA exam).

NWEA asked for the TAC's recommendation on how to approach the reading scale if the correlation doesn't support a claim that they are equivalent or around the same scale. While the TAC acknowledged that both a reading RIT score and a GMAP ELA score could be provided. The TAC encouraged NWEA to consider other models moving forward, especially if open-ended writing items are eventually added to the mix. The TAC had some concerns about using TEIs in place of writing prompts, noting that there may be unintended consequences of using different measurement approaches even when the scores are highly correlated.

When reviewing the field test timeline, the TAC recommended to prioritize tasks based on goals, identifying activities that could be scaled back or eliminated so that the project can be maintained despite the multitude of external factors in play this year. At future meetings the TAC would like an update on the field test plan as well as an opportunity to view the MAP Growth reports and any prototypes of the summative GMAP score reports, if available.

TECHNICAL CRITERIA FOR EVALUATING FIELD TEST ITEMS

DESCRIPTION

The GMAP Partnership and NWEA presented the criteria that they plan to use to analyze field test data that has been collected. The presentation included information on calibration procedures, vertical scaling, and the data review process. They requested the TAC's feedback on the criteria and process that they have developed.

TAC DISCUSSION AND RECOMMENDATIONS

NWEA asked if the TAC had any recommendations that they should consider for item flagging criteria, including fatigue and motivation effects on item performance. The TAC noted that item difficulty can be affected by item position and the context effects of having different surrounding items. If possible, vary the position of items across forms and

evaluate the impact on item difficulty estimates. If the item difficulty looks extremely different, then the item should be considered for removal from the item pool. The TAC also recommended to incorporate Steve Wise's research on measuring student effort and engagement.

COMPARABILITY EVIDENCE AND TIMELINE

DESCRIPTION

GMAP and NWEA presented information on comparability. They are planning on doing the bulk of the empirical data analysis for comparability in the summer of 2022. There are some activities, such as establishing content comparability and alignment evidence, that they will be able to complete ahead of time. Their goal is to establish score comparability between GMAP Summative and Milestones, as well as between GMAP Summative and MAP Growth. Comparability between GMAP and MAP Growth is desired by the GMAP Partnership school districts, as they can continue to have the ability to use all of the RIT scores for the same purposes they have used them in the past.

TAC DISCUSSION AND RECOMMENDATIONS

GMAP reporting will provide a growth measure and a summative measure. The current plan is to use the MAP RIT scale as the measure of growth. NWEA is also looking at comparability between Milestones and GMAP at the classification level — where students will be classified into comparable achievement levels. This is in alignment with what has been discussed at previous TAC meetings.

The TAC noted that the consortium should be able to get a good projection for comparability as long as they have a representative sample. The GMAP Partnership should also be prepared to show that they've done an alignment study that shows the content is comparable, and that they have looked at it empirically.

NWEA noted that they have already conducted a linking study between MAP Growth and several state assessments, including Georgia Milestones. However, MAP Growth is not well aligned with the Georgia content standards and assesses off-grade level content. GMAP is specifically aligned to the Georgia content standards, measuring on-grade level content only, so a comparability analysis between GMAP and Georgia Milestones is needed.

The blueprints between GMAP and Milestones are very similar in terms of proportions of items and reporting categories. There are differences because GMAP is an adaptive test. NWEA described a plan to create a binary classifier to find the cut scores on GMAP that correspond to the cut scores on Milestones so that the classification agreement is maximized. However, the use of logistic regression would create an asymmetric

relationship between the two cut scores. A symmetric function, for example equipercentile linking, would be preferable.

NWEA discussed the design for data collection. There will be a naturally occurring counterbalanced design for the order in which students will take Milestones and GMAP because districts are already approaching this differently. Some students will take Milestones first and others will take GMAP first. The TAC noted that if the sample is not equally representative of the population, NWEA may want to utilize weights to better approximate the population in the counterbalanced design.

The TAC recommends replicating the comparability study as the number of participating districts grows and becomes more and more similar to the statewide student population.

PLAN AND TIMELINE FOR RELEASING ITEMS

DESCRIPTION

NWEA presented plans and timeline for releasing items. An item sampler/GMAP tutorial is being created for students to be able to get familiar with where tools are located, how to interact with items, and how to advance through the assessment. Additionally, previously tested items will be released to provide additional examples of the content that is on the test for students, teachers, etc.

TAC DISCUSSION AND RECOMMENDATIONS

NWEA is estimating that they will release 10 items per year, per content area, per grade. In the future, once the bank is larger, they may be able to increase the number of items in order to get a better distribution of the content. Scoring information will also be provided so that students can check their answers. Data will be shared for released items, such as standard alignment and justification for why they were chosen. The TAC suggested that it would be helpful for practitioners to have more information about the released items, such as their difficulty level and the difference in performance across proficiency levels. The TAC also recommended that there be at least two items per technology-enhanced item type in the sampler so that students have multiple opportunities to practice using each item type.

NEXT STEPS

TAC REQUESTS

At the conclusion of the TAC meeting, the TAC requested that the following be addressed in future meetings:

- An update on the range ALDs
- A theory of action, including discussion on the assessment's intended impact on teaching and learning
- An update on alignment studies and their results
- Additional information on score reporting and its links to professional learning for educators

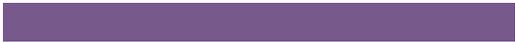
During the TAC Debrief between the TAC, GaDOE, and WestEd, the TAC requested the following from each of the consortium:

- Provide a summary of key takeaways and action items from the TAC meeting to the TAC.
- During the summer 2021 TAC meeting, discuss the outcomes of the recommendations provided by the TAC in this meeting. Provide information or justification if recommendations were not taken.

Appendix D

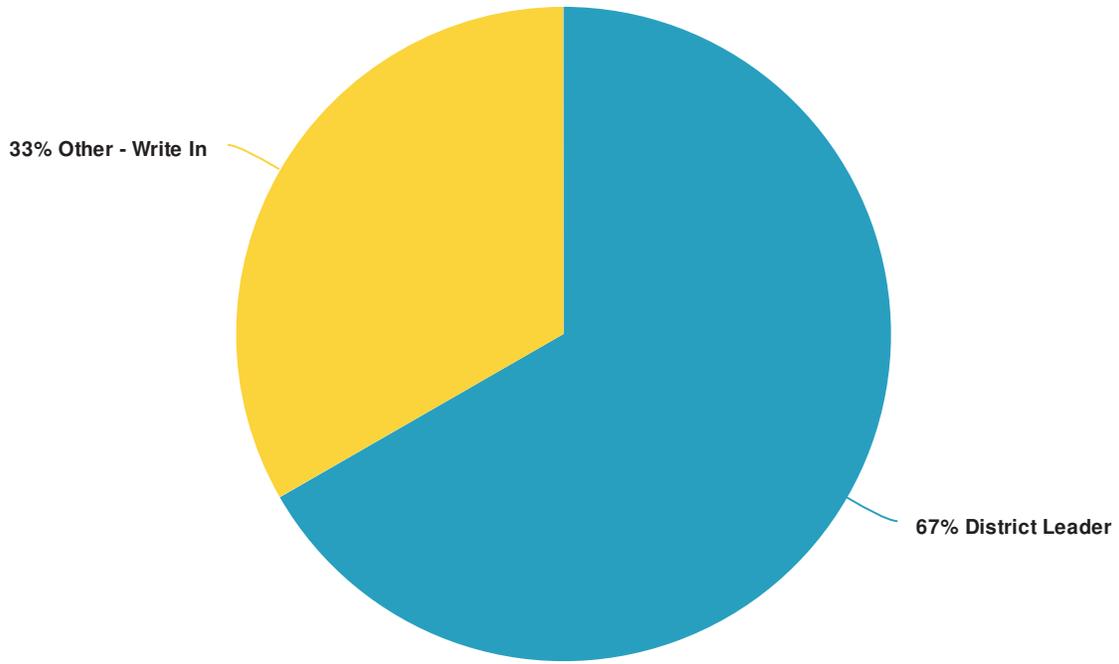
Report for GMAP Feedback-survey for stakeholders for IADA

Response Counts

Completion Rate:	100%		
	Complete		6

Totals: 6

1. What category below best describes you?

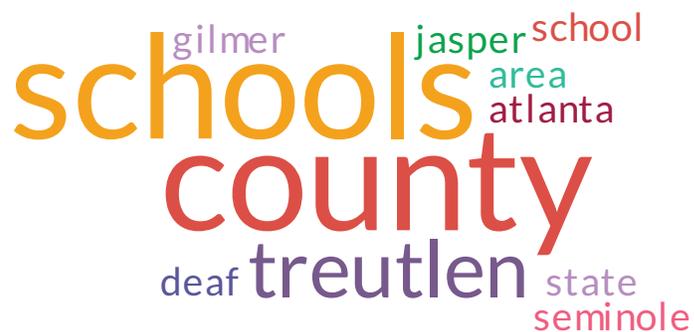


Value	Percent	Responses
District Leader	66.7%	4
Other - Write In	33.3%	2

Totals: 6

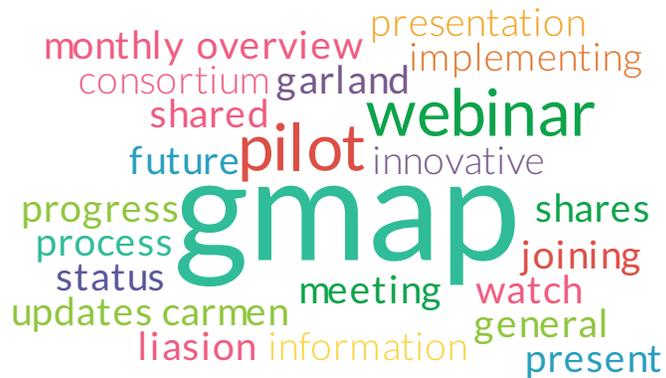
Other - Write In	Count
System Test Coordinator	1
school testing coordinator	1
Totals	2

2. What district or organization are you from?



ResponseID	Response
1	Jasper
2	Seminole County
3	Gilmer
4	State Schools (Atlanta Area School for the Deaf)
5	Treutlen County Schools
6	Treutlen County Schools

3. How and what information on the GMAP innovative pilot program was presented to you?



ResponseID Response

1 Our GMAP liasion, Carmen Garland, shares updates on the progress of the pilot in our monthly meeting

2 Presentation on joining GMAP consortium

3 General overview of the past, present, and future status of GMAP was shared through a virtual meeting.

4 Information about how it works and the process of implementing the GMAP was shared via webinar.

5 I was able to watch the GMAP Innovative Pilot webinar.

6 I was able to watch the GMAP Innovative Pilot webinar.

4. What is your general feedback or feeling about the GMAP innovative pilot program?



ResponseID Response

1 I think it will be an excellent alternative assessment when fully implemented.

2 Seminole County is interested in joining the consortia

3 I am intrigued by the possibility of replacing GMAS, and even more so that MAP Growth can be used at the high school level to an extent. Our superintendent is resigning at the end of May, so there is no way of knowing what direction our new leadership will take us. Once new leadership takes place, we may be in contact with the GMAP Consortium.

4 I think it is an excellent idea to use the GMAP because it would be beneficial to the students at my school. The GMAP will show the true learning process of our students better than the milestones would. I was just disappointed that having access to the assessment in sign language was considered too expensive.

5 I find the prospect exciting because we currently administer MAP and GMAS.

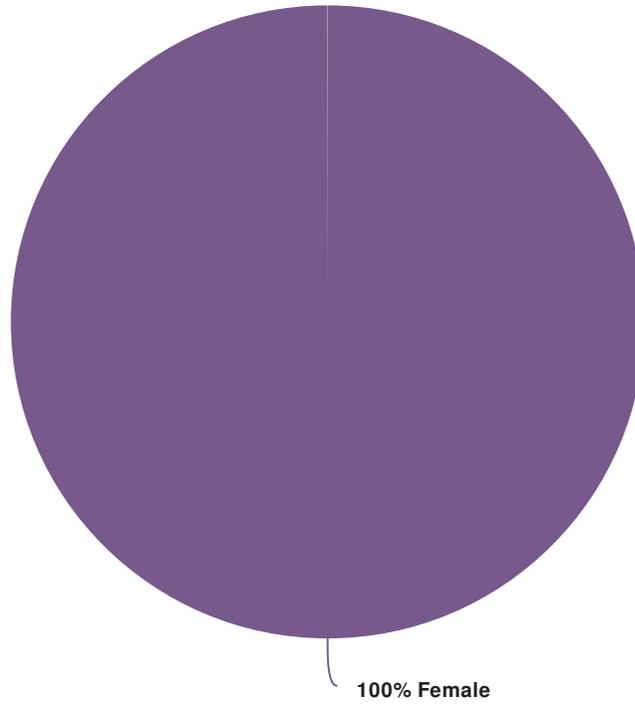
6 I find the prospect exciting because we currently administer MAP and GMAS.

5. Do you represent any special populations? If yes, please describe. (Examples include advocacy groups for special groups of kids: English learners/migrant/ homeless/ SPED/blind and visually impaired/ deaf/civil rights groups/ native American students, etc.)



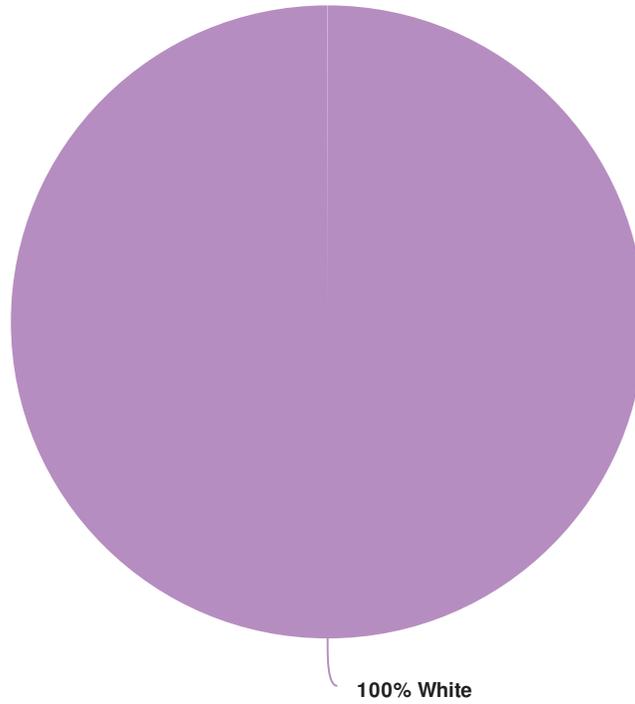
ResponseID	Response
1	SpEd and at risks students
2	SPED
3	Gilmer has an EL population of ~15%.
4	Deaf students, students with additional disabilities, diverse ethicities.
5	No
6	No

6. What is your gender?



Value		Percent	Responses
Female		100.0%	6
			Totals: 6

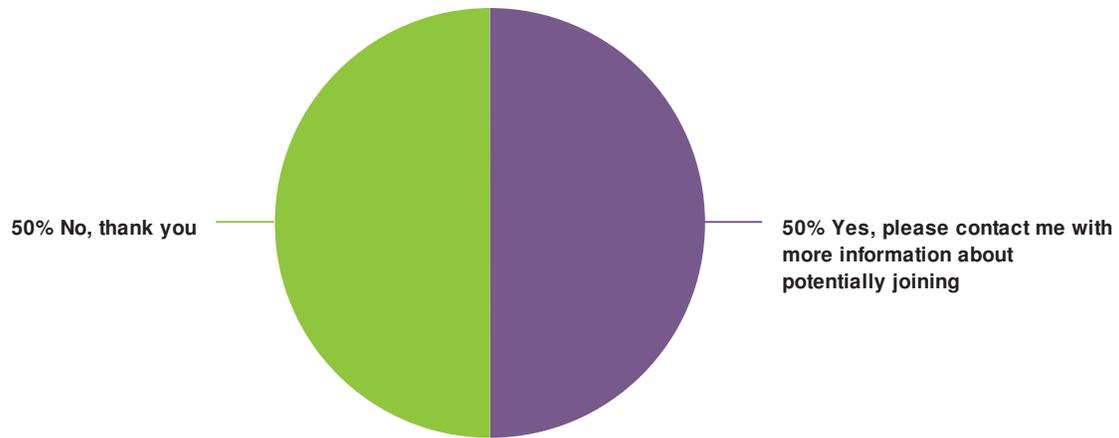
7. What is your ethnicity?



Value	Percent	Responses
White	100.0%	6
Totals: 6		

Other (please specify)	Count
Totals	0

8. Are you a district leader and would like more information on potentially joining the consortium?



Value	Percent	Responses
Yes, please contact me with more information about potentially joining	50.0%	3
No, thank you	50.0%	3

Totals: 6

9. Contact Information

ResponseID: 1

First Name	-
Last Name	-
Title	-
District	-
Street Address	-
Apt/Suite/Office	-
City	-
State	-
Zip	-
Country	-
Email Address	-
Phone Number	-
Fax Number	-
Mobile Phone	-
URL	-

ResponseID: 2

First Name	Felicia
Last Name	Purdy
Title	Assistant Superintendent, Teaching and Learning
District	-
Street Address	-
Apt/Suite/Office	-
City	-
State	-
Zip	-
Country	-
Email Address	felicia.purdy@seminole.k12.ga.us
Phone Number	229-309-4088
Fax Number	-
Mobile Phone	-
URL	-

ResponseID: 3

First Name	-
Last Name	-
Title	-
District	-
Street Address	-
Apt/Suite/Office	-
City	-
State	-
Zip	-
Country	-
Email Address	-
Phone Number	-
Fax Number	-
Mobile Phone	-
URL	-

ResponseID: 4

First Name	-
Last Name	-
Title	-
District	-
Street Address	-
Apt/Suite/Office	-
City	-
State	-
Zip	-
Country	-
Email Address	-
Phone Number	-
Fax Number	-
Mobile Phone	-
URL	-

ResponseID: 5

First Name	Brad
Last Name	Anderson
Title	Superintendent
District	Treutlen County
Street Address	-
Apt/Suite/Office	-
City	-
State	-
Zip	-
Country	-
Email Address	banderson@treutlen.k12.ga.us
Phone Number	312-529-7101
Fax Number	-
Mobile Phone	-
URL	-

ResponseID: 6

First Name	Brad
Last Name	Anderson
Title	Superintendent
District	Treutlen County
Street Address	-
Apt/Suite/Office	-
City	-
State	-
Zip	-
Country	-
Email Address	banderson@treutlen.k12.ga.us
Phone Number	912-529-7101
Fax Number	-
Mobile Phone	-
URL	-

Appendix E



123

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Topic 3: Technical Criteria for Evaluating Field Test Items

WestEd TAC | December 15, 2020

Overview

- + Calibration procedures
- + Vertical scaling
- + Data review





Item Calibration

- + The fixed person parameter calibration (FPPC) method will be used to calibrate the Spring 2022 field test data and express the item parameters on the RIT scale.
 - Fixed parameter is θ_{RIT}
 - Standardized version of the RIT score obtained with $\theta_{\text{RIT}} = (\text{RIT} - 200)/10$
 - θ_{RIT} will be based on Phase 1 and Phase 2 items (30 items).
 - WINSTEPS will be used.
- + A benefit of FPPC is that no field test item slots have to be used for anchor items, so more items can be field tested.

Model Data Fit

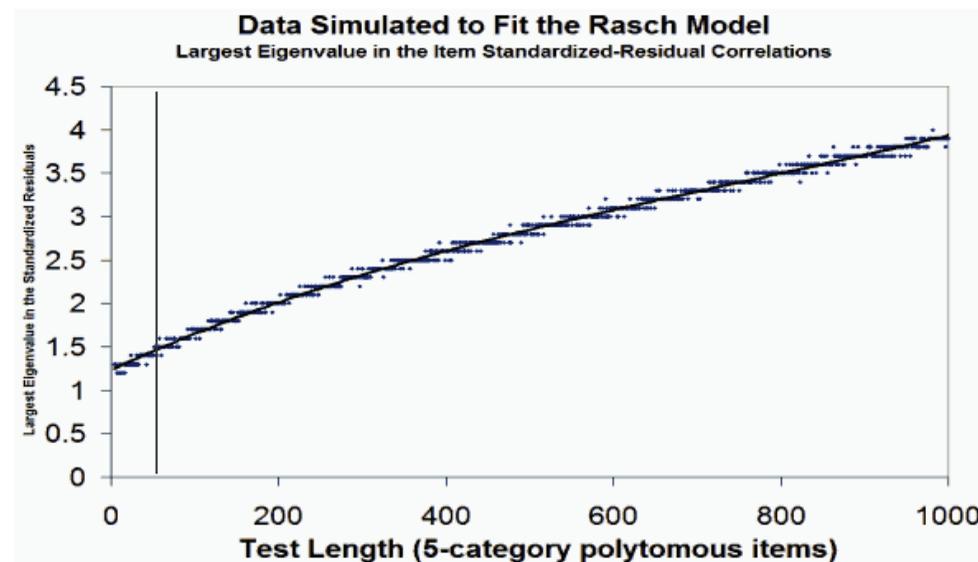
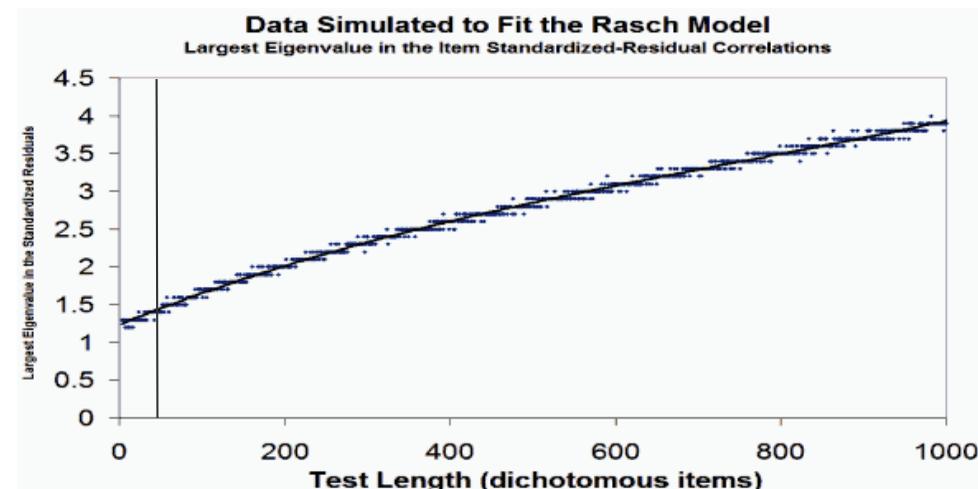
- + Unidimensionality
- + Local independence
- + Item fit (how well the data fit the calibration model)





Unidimensionality

- + To check the assumption of unidimensionality, WINSTEPS implements principal components analysis of the residuals (PCAR).
- + Unidimensionality is indicated in PCAR analysis when one dominant dimension accounts for most of the variance and the eigenvalues from the empirical components are less than a critical eigenvalue size.
- + The critical eigenvalue size should be ≤ 1.40 (Smith & Miao, 1994). Eigenvalues exceeding this critical value indicate a secondary dimension.





Local Independence

- + When the assumption of local independence holds, no relationship will exist between students' responses to different items after accounting for the abilities measured by a test.
- + The raw, standardized, and logit residual item correlations provided in WINSTEPS for each item pair will be used to assess local dependence among the field test items.
- + The raw score residual correlation corresponds to Yen's Q3 index.
 - Expected value for the Q3 statistic is approximately $-1/(k-1)$ when no local dependence exists, where k is test length.
 - Index values greater than 0.20 indicate a degree of local dependence that should be examined by test developers (Chen & Thissen, 1997).



Item Fit

- + Infit and outfit in WINSTEPS are used to evaluate the degree to which the Rasch model predicts the observed item responses.
- + Each fit statistic expressed as a mean square (MNSQ) statistic with an expected value of 1.0 and a different variance for each mean square or as a standardized (ZSTD) statistic with an expected mean of 0.0 and an expected variance of 1.0.
- + ZSTD values are less likely to be sensitive to the large sample sizes and have better distributional properties (Smith et al., 1998). The expected MNSQ value is 1.0 and can range from 0 to positive infinity.
- + Values greater than 1.0 can be interpreted as indicating the presence of noise or lack of fit between the responses and the measurement model.
- + Values less than 1.0 can be interpreted as item consistency or overfitting (i.e., too predictable and/or too much redundancy).
- + Values outside of 0.7 to 1.3 are given practical importance.

A close-up photograph of two young women with dark hair, smiling and laughing joyfully. They are positioned side-by-side, with the woman on the right leaning slightly towards the woman on the left. The background is a soft, out-of-focus blue and white. The text 'Vertical Scaling' is overlaid in white on the left side of the image.

Vertical Scaling



GMAP Vertical Scaling

- + MAP Growth given at Phases 1 and 2 acts as a scaling test.
- + Because FPPC is being used to calibrate the field test items, the student RIT scales will be used to anchor the items onto the RIT scale during the calibration process.
- + The resulting RIT scores will naturally reflect the vertical nature of the RIT scale that spans all grades.
- + This process of placing GMAP items onto the RIT scale is simultaneously scaling the items vertically.

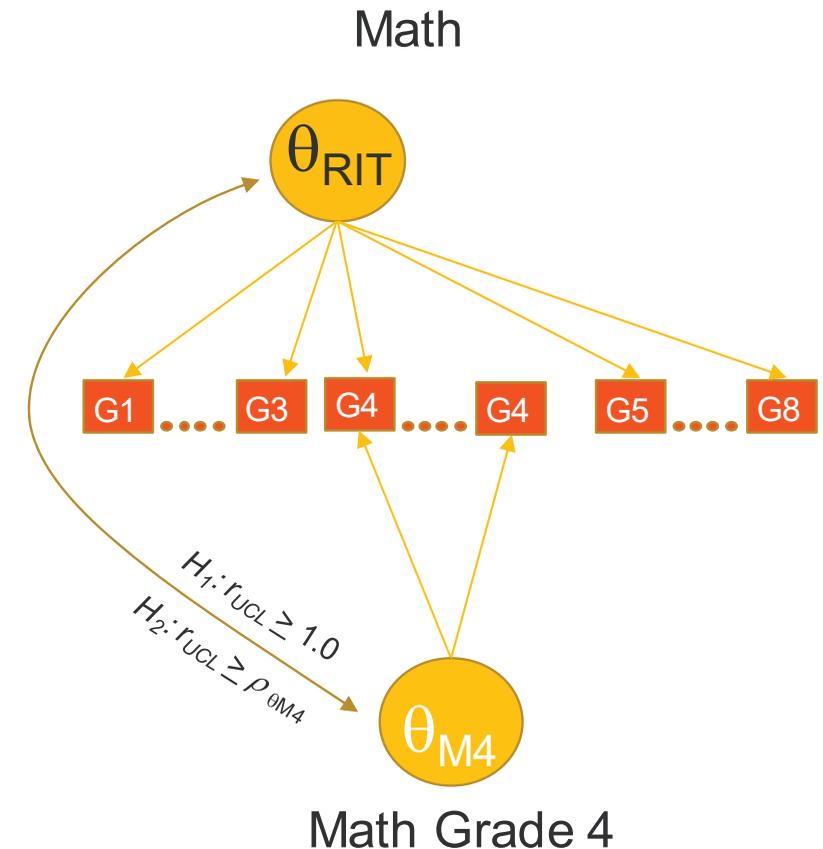


GMAP Vertical Scaling

- + The math RIT scale and GMAP scale have highly similar constructs.
- + The reading RIT vertical scale does not include writing and language, which GMAP ELA does include. It is unclear if this difference will have a practical impact on the ELA scale.
- + Our plan is to use FPPC for both math and ELA and evaluate the resulting scales.
- + If necessary for Spring 2023, we can implement a common item non-equivalent group design with horizontal and vertical linkers to support new calibrations that do not require FPPC using RIT.

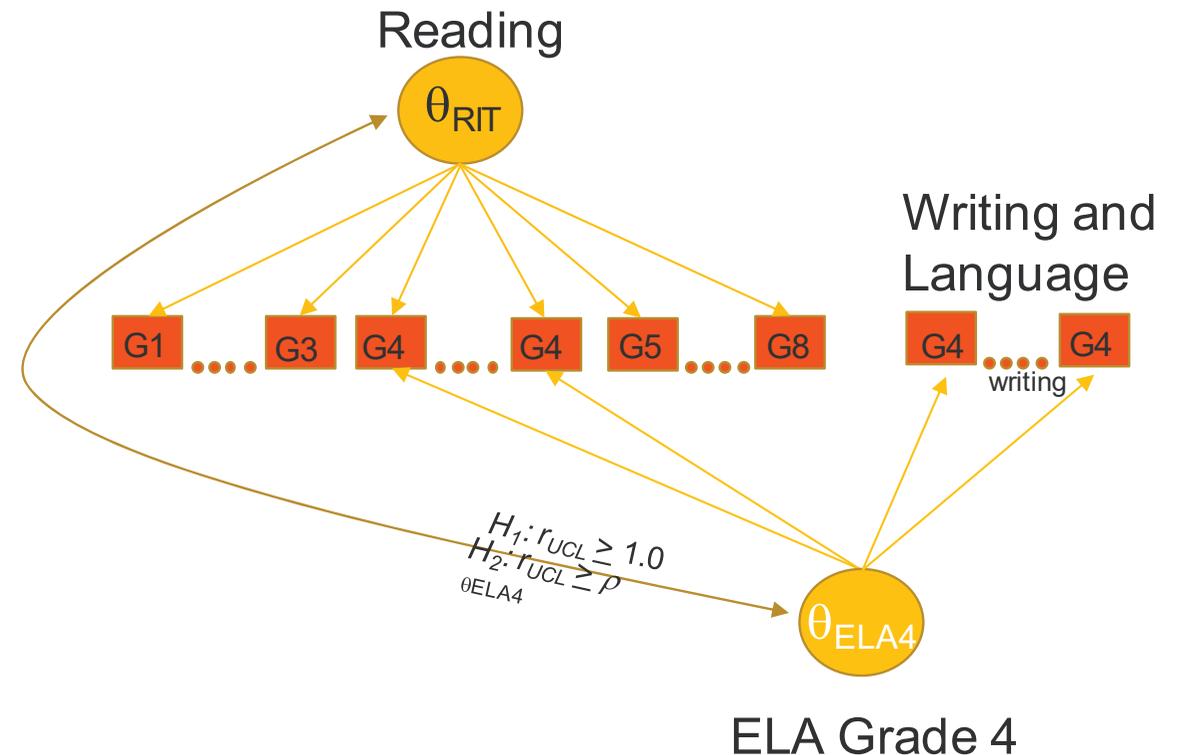
Placing TY Math items onto the Math RIT Scale

- + Hypothetical model:
 - Circles = θ_{RIT} and θ_{M4} GMAP summative
 - Boxes = items
 - Arrowed lines = non-zero loadings
- + Is θ_{M4} equivalent to θ_{RIT} math ?
- + H_1 : The correlation of θ_{RIT} and θ_{M4} is not statistically different than 1 (Anderson & Gerbing, 1988)
- + H_2 : The correlation of θ_{RIT} and θ_{M4} is equivalent to the correlation of θ_{M4} and θ_{M4}
- + If H_1 and H_2 is true, θ_{RIT} and θ_{M4} are equivalent.
- + If H_1 and H_2 is false, we resort to projection.
 - In operational tests, we would use θ_{M4} to project θ_{RIT}

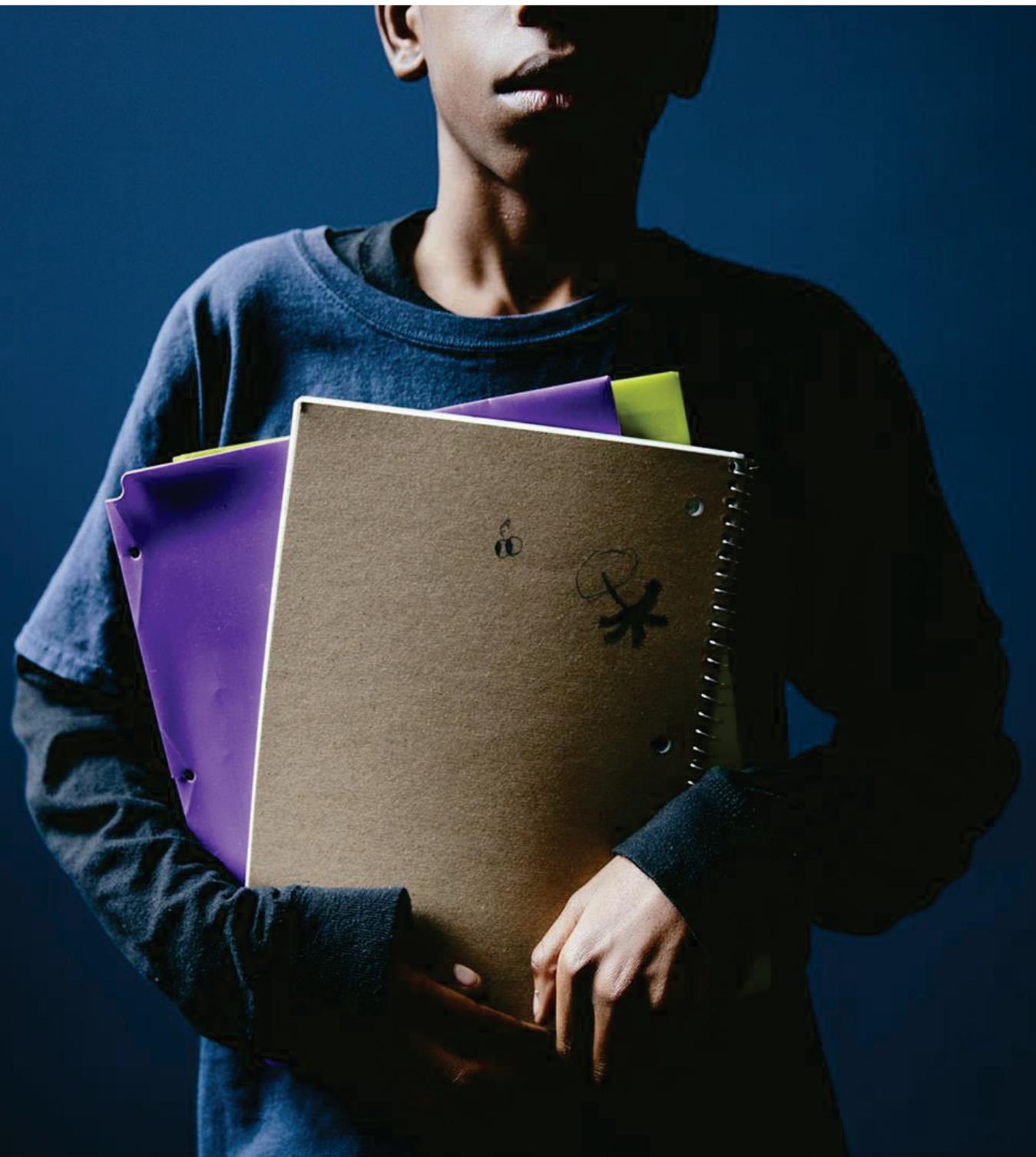


Placing TY ELA items onto Reading RIT Scale

- + θ_{ELA4} and θ_{RIT} Reading are highly related scales.
- + Is θ_{ELA4} equivalent to θ_{RIT} Reading?
- + H_1 : The correlation of θ_{RIT} and θ_{ELA4} is not statistically different than 1 (Anderson & Gerbing)
- + H_2 : The correlation of θ_{RIT} and θ_{ELA4} is equivalent to the correlation of θ_{ELA4} and θ_{ELA4}
- + If H_1 and H_2 is true, θ_{RIT} and θ_{ELA4} are equivalent.
- + If H_1 and H_2 is false, we resort to projection.
 - In operational tests, we would use θ_{ELA4} to project θ_{RIT} Reading.



Data Review





Data Review

- + Field tested items will be reviewed for quality and appropriateness based on statistical analysis.
- + Items with a negative item-total correlation or polytomous items without a second step parameter will be marked DNU and excluded.
- + Attendees:
 - Psychometricians
 - NWEA content team
 - CAB members
- + Participants will be provided with the statistics for each item.
- + Only flagged items will be brought to the data review meeting.

Data Review Flagging Criteria

Statistic	Criterion	Indication	MC Items	Non-MC Items
DIF of gender or ethnicity	C+ or C-	potential bias toward a certain group of students	X	X
item fit statistics	< 0.7 or > 1.3	poor fit	X	X
p-value	< 0.20 or > 0.9	very difficult or very easy item	X	
item-total correlation	< 0.20	poorly discriminating item	X	
item-total correlation for distractors	> 0.05	poorly discriminating item	X	
omit rate	> 5%	unclear or very difficult item	X	
step parameters	Step 1 > Step 2	not a good separation of students into different stages of learning		X
item-total correlation	< 0.1	poorly discriminating item		X
item-total correlation for score of 0	> 0.0	poorly discriminating item		X
item-total correlation for score of 1 < item-total correlation for score of 0	–	poorly discriminating item		X
item-total correlation for score of 2	< 0.1	poorly discriminating item		X
item-total correlation for score of 2 < item-total correlation for score of 1	–	poorly discriminating item		X
low student count for each score	=0	no one got a certain score (e.g., no student got a score of 2)		X

Questions

- + What feedback can you provide regarding these technical criteria?



Appendix F

MEMORANDUM

To: Georgia State Board of Education
From: Dr. Michele Taylor, Superintendent, Calhoun City Schools
RE: Georgia State Innovative Assessment Pilot
Date: November 9, 2020

A. Introduction

This memorandum sets forth a commitment to be part of the school districts associated with the Georgia MAP Assessment Partnership. This consortium of school districts will administer the MAP Growth Assessment created and maintained by NWEA.

B. Consortium Commitment

As a partner of the Georgia MAP Assessment Partnership, we commit to administering the current MAP Growth Assessment in 2020-2021 and 2021-2022 school years and then begin the implementation of the Georgia MAP through-year assessment in 2021-2022 with full implementation with the 2022-2023 school year. These assessments will be administered to at least grades 3 – 8. For the 2020-2021 and 2021-2022 school years, we will administer the Georgia Milestones to the appropriate grade levels but will cease administering the Georgia Milestones in subsequent school years pending the approval of the waiver based on SB 362 (2017-2018 legislative session) by the Georgia State Board of Education.

DR. MICHELE TAYLOR Michele Taylor 11-10-20
Superintendent Signature Date

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

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.

Authorized Representative (Printed Name):

KELLI KENDRICK / DR. MICHELE TAYLOR

LEA Name:

CALHOUN CITY SCHOOLS

Signature:

Michelle Taylor

Date:

11-10-20

Innovative Assessment Demonstration Authority Application Assurances for Georgia Pilot Districts

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 - (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;
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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
 - (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).
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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
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- (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.

Authorized Representative (Printed Name):

Chattahoochee County School District

LEA Name:

Kristie Brooks

Signature:



Date:

2-27-2021



Chattahoochee County Board of Education
326 Broad Street
Cusseta, Georgia 31805
706-989-3775

MEMORANDUM

To: Georgia State Board of Education
From: Kristina L. Brooks, Superintendent, Chattahoochee County School District
RE: Georgia State Innovative Assessment Pilot
Date: February 22, 2021

A. Introduction

This memorandum sets forth a commitment to be part of the school districts associated with the Georgia MAP Assessment Partnership. This consortium of school districts will administer the MAP Growth Assessment created and maintained by NWEA.

B. Consortium Commitment

As a partner of the Georgia MAP Assessment Partnership, we commit to administering the current MAP Growth Assessment in 2020-2021 and 2021-2022 school years and then begin the implementation of the Georgia MAP through-year assessment in 2021-2022 with full implementation with the 2022-2023 school year. These assessments will be administered to at least grades 3 – 8. For the 2020-2021 and 2021-2022 school years, we will administer the Georgia Milestones to the appropriate grade levels but will cease administering the Georgia Milestones in subsequent school years pending the approval of the waiver based on SB 362 (2017-2018 legislative session) by the Georgia State Board of Education.

Kristina L. Brooks, Ed.D

Superintendent


Signature

2-27-2021
Date

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- (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;
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 - (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

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

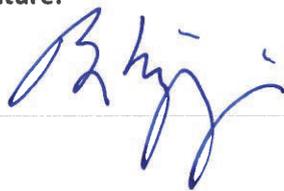
- (i) In an understandable and uniform format;
 - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parents; and
 - (iii) Upon request 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.

Authorized Representative (Printed Name):

LEA Name:

Colquitt

Signature:



Date:

6-23-21



COLQUITT COUNTY BOARD OF EDUCATION

Mr. Robby Pitts, Chairman – District 4
 2012 2nd St. S.E., Moultrie, Ga. 31768
Mrs. Trudie M. Hill, Member – District 1
 1313 Bayleaf Drive, Moultrie, GA. 31768
Mr. Jon Schwalls, Member – District 2
 2775 Ellenton-Norman Park Road, Norman Park, Ga. 31771
Mrs. Mary Beth Watson, Vice-Chair – District 3
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Mrs. Pat Anderson, Member – District 5
 P.O. Box 57, Funston, Ga. 31753
Mr. Kevin Sumner, Member – District 6
 242 Jonathan Road, Moultrie, GA. 31788

Ben Wiggins
Superintendent
 710 Lane Street
 P.O. Box 2708
 Moultrie, GA 31776-2708
 (229)985-1550
 colquitt.k12.ga.us

Mr. James Harrel
 Assistant Superintendent of Human Resource

Mr. Jeremy Jones
 Chief Financial Office

Dr. Marni Kirkland
 Assistant Superintendent of Curricular
 & Instruction

Dr. Irma Townsend
 Assistant Superintendent of Student Service

MEMORANDUM

To: Georgia State Board of Education
 From: Mr. Ben Wiggins Superintendent, Colquitt County Schools
 RE: Georgia State Innovative Assessment Pilot
 Date: June 22, 2021

A. Introduction

This memorandum sets forth a commitment to be part of the school districts associated with the Georgia MAP Assessment Partnership. This consortium of school districts will administer the MAP Growth Assessment created and maintained by NWEA.

B. Consortium Commitment

As a partner of the Georgia MAP Assessment Partnership, we commit to administering the current MAP Growth Assessment in 2020-2021 and 2021-2022 school years and then begin the implementation of the Georgia MAP through-year assessment in 2021-2022 with full implementation with the 2022-2023 school year. These assessments will be administered to at least grades 3 – 8. For the 2020-2021 and 2021-2022 school years, we will administer the Georgia Milestones to the appropriate grade levels but will cease administering the Georgia Milestones in subsequent school years pending the approval of the waiver based on SB 362 (2017-2018 legislative session) by the Georgia State Board of Education.

 Superintendent

 Signature

6-23-21
 Date

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.
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 - (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

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

- (i) In an understandable and uniform format;
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- (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.

Authorized Representative (Printed Name):

MARK L. SCOTT

LEA Name:

Houston County School District

Signature:



Date:

6/4/2021

MEMORANDUM

To: Georgia State Board of Education
From: Dr. Mark Scott, Superintendent, Houston County School District
RE: Georgia State Innovative Assessment Pilot
Date: June 4, 2021

A. Introduction

This memorandum sets forth a commitment to be part of the school districts associated with the Georgia MAP Assessment Partnership. This consortium of school districts will administer the MAP Growth Assessment created and maintained by NWEA.

B. Consortium Commitment

As a partner of the Georgia MAP Assessment Partnership, we commit to administering the current MAP Growth Assessment in 2020-2021 and 2021-2022 school years and then begin the implementation of the Georgia MAP through-year assessment in 2021-2022 with full implementation with the 2022-2023 school year. These assessments will be administered to at least grades 3 – 8. For the 2020-2021 and 2021-2022 school years, we will administer the Georgia Milestones to the appropriate grade levels but will cease administering the Georgia Milestones in subsequent school years pending the approval of the waiver based on SB 362 (2017-2018 legislative session) by the Georgia State Board of Education.

Mark D. Scott

Superintendent

Mark Scott

Signature

6/4/2021

Date

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.
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 - (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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- (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.

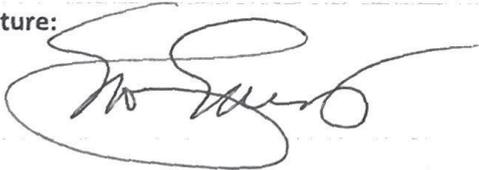
Authorized Representative (Printed Name):

Mark Earnest

LEA Name:

Seminole County Schools

Signature:



Date:

6/3/21

MEMORANDUM

To: Georgia State Board of Education
From: Mark Earnest, Superintendent, Seminole County
RE: Georgia State Innovative Assessment Pilot
Date: June 3, 2021

A. Introduction

This memorandum sets forth a commitment to be part of the school districts associated with the Georgia MAP Assessment Partnership. This consortium of school districts will administer the MAP Growth Assessment created and maintained by NWEA.

B. Consortium Commitment

As a partner of the Georgia MAP Assessment Partnership, we commit to administering the current MAP Growth Assessment in 2020-2021 and 2021-2022 school years and then begin the implementation of the Georgia MAP through-year assessment in 2021-2022 with full implementation with the 2022-2023 school year. These assessments will be administered to at least grades 3 – 8. For the 2020-2021 and 2021-2022 school years, we will administer the Georgia Milestones to the appropriate grade levels but will cease administering the Georgia Milestones in subsequent school years pending the approval of the waiver based on SB 362 (2017-2018 legislative session) by the Georgia State Board of Education.

Mark Earnest

Superintendent


Signature

6/3/21

Date



BOARD MEMBERS

Alvin Heath, Chair
Demetria Noble, Vice Chair
Jon Hutcheson
Judith Toni Banes
Josh Kelly

SUPERINTENDENT

Dr. Bradley S. Anderson

Telephone: 912-529-7101

Facsimile: 912-529-4226

TREUTLEN COUNTY BOARD OF EDUCATION

5040 South Third Street • Soperton, Georgia 30457

MEMORANDUM

To: Georgia State Board of Education
From: Dr. Bradley Anderson, Superintendent, Treutlen County Schools
RE: Georgia State Innovative Assessment Pilot
Date: June 9, 2021

A. Introduction

This memorandum sets forth a commitment to be part of the school districts associated with the Georgia MAP Assessment Partnership. This consortium of school districts will administer the MAP Growth Assessment created and maintained by NWEA.

B. Consortium Commitment

As a partner of the Georgia MAP Assessment Partnership, we commit to administering the current MAP Growth Assessment in 2020-2021 and 2021-2022 school years and then begin the implementation of the Georgia MAP through-year assessment in 2021-2022 with full implementation with the 2022-2023 school year. These assessments will be administered to at least grades 3 – 8. For the 2020-2021 and 2021-2022 school years, we will administer the Georgia Milestones to the appropriate grade levels but will cease administering the Georgia Milestones in subsequent school years pending the approval of the waiver based on SB 362 (2017-2018 legislative session) by the Georgia State Board of Education.

Bradley Anderson
Superintendent


Signature

6-9-21
Date

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

Authorized Representative (Printed Name):

Bradley Anderson

LEA Name:

Treutlen County Schools

Signature:



Date:

6-9-21

Appendix G



FamilyReport_PDF_GA_02 - 2020-12-16



Jen Macias • 4 Screens

Winter 2020
Family Report

Jessica Adames
Grade 3, Frank H. Hammond Elementary School

Overview

This year, your child will be taking a different type of state test.

Students take this test 3 times a year (in the fall, winter and spring) to measure how well they are meeting grade level expectations and identify where they may need more support.

Placeholder for State Logo

Important things to know

Personalized testing

Taking this new test 3 times a year replaces the big end of year test. Each time a student takes the test, the questions pick up where they left off, so it is more personalized to your child's growth and academic performance.

Tailored instruction

Teachers receive results shortly after each test. This allows them to adjust their instruction throughout the year to address learning gaps early on and keep students on track to meet or exceed grade level expectations.

Families play an important role

Look at this report with other measures, like report card grades and classwork, to get a clearer picture of your child's academic performance and support needs. Keep in mind that this test is just one of several measures of student performance.

Jessica Adames, Grade 3 Student ID 1111111-0 Page 1

Collaborators



Winter 2020
Family Report

Jessica Adames

Grade 3, Frank H. Hammond Elementary School

Overview

This year, your child will be taking a different type of state test.

Students take this test 3 times a year (in the fall, winter and spring) to measure how well they are meeting grade level expectations and identify where they may need more support.



Important things to know



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Teachers receive results shortly after each test. This allows them to adjust their instruction throughout the year to address learning gaps early on and keep students on track to meet or exceed grade level expectations.

Families play an important role

Look at this report with other measures, like report card grades and classwork, to get a clearer picture of your child's academic performance and support needs. Keep in mind that this test is just one of several measures of student performance.

Winter 2020
Family Report

Jessica Adames
Grade 3, Frank H. Hammond Elementary School

Mathematics

501
Current Score

525
Grade 4 Ready

Developing Learner

Current Achievement Level*

Action Needed

If your child maintains the same pace of growth until end of year, they may **need additional support** for the next grade.

- Jessica's Scores
- - - Estimated Growth



* To learn more about these achievement levels and what they mean, see Resources on page 4.

What is estimated growth?

Estimated growth shows what a student's scores could be if the student maintains the same pace of growth and learning throughout the year. It is based on current and past performance and is meant to support teachers, families, and students in determining whether adjustments to teaching and learning are needed so that growth targets can be reached or exceeded.

Score Comparisons

School Average	510
District Average	510
State Average	490

Subject Breakdown

Number Concepts and Problem Solving	505
Algebra	510
Geometry	490
Data Analysis and Probability Concepts	495

Winter 2020
Family Report

Jessica Adames
Grade 3, Frank H. Hammond Elementary School

English Language Arts

499

Current Score

525

Grade 4 Ready

Developing Learner

Current Achievement Level*

If your child maintains the same pace of growth until end of year, they are **likely to be ready** for the next grade.

- Jessica's Scores
- --- Estimated Growth



* To learn more about these achievement levels and what they mean, see Resources on page 4.

What is estimated growth?

Estimated growth shows what a student's scores could be if the student maintains the same pace of growth and learning throughout the year. It is based on current and past performance and is meant to support teachers, families, and students in determining whether adjustments to teaching and learning are needed so that growth targets can be reached or exceeded.

Score Comparisons

School Average	502
District Average	500
State Average	499

Subject Breakdown

Reading and Vocabulary	502
Writing and Language	496

Resources

Compare results and homework

This report is just one piece of the puzzle. Look at it alongside Jessica's classwork and report card grades to get a more complete picture of her academic achievement.

Use online resources

Visit <http://xyz.com> for activities to support learning at home tailored to Jessica's performance in math and English language arts.

Ask Jessica's teacher

Discuss Jessica's performance with her teacher. Here are some questions you can ask:

What skills in Mathematics and English Language Arts does Jessica need the most support with?

How does Jessica's performance on this test compare to classroom performance and on other tests?

What does Jessica need to do to meet or exceed the expectations at the end of the grade?

For additional questions, visit <http://xyz.com>.

Georgia's Achievement Levels

Beginning Learners:

do not yet demonstrate proficiency, need substantial academic support to be prepared for the next grade level or course.

Proficient Learners:

demonstrate proficiency in knowledge and skills necessary, prepared for the next grade level or course.

Developing Learners:

demonstrate partial proficiency, need additional academic support to ensure success in the next grade level or course.

Distinguished Learners:

demonstrate advanced proficiency, are well prepared for the next grade level or course and are well prepared for college and career readiness.

To learn more about what students can do at each achievement level, please visit this site: [GEORGIA ALD LINK]

Appendix H



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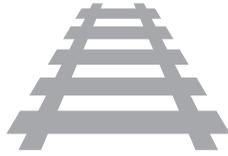
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Test Security & Student Data Privacy

NWEA TAC | June 29, 2020

Draft – Confidential - not for redistribution

Agenda



Introduction



Test Security

- Test Security Standards
- Management, Planning & Protection
- Item and Test Design
- Test Development and Maintenance
- Test Administration
- Test Security Monitoring and Detection Activities
- Test Security Incident Management



Student Privacy

- Privacy
- Information Security
- Audit & Compliance
- Cyber-Security Supply Chain Risk Management
- Governance
- Test Security

Introduction





Jacob Carroll

- Sr Director of Privacy & Information Security and Senior Attorney
 - Privacy Program
 - Information Security Schedule & Roadmap
 - Information Security Compliance
 - Audit (SOC 2)
 - Security Operations Center
 - Test Security
 - Cyber-Security Supply Chain Risk Management
 - Governance



Test Security



Test Security Standards



- NWEA received the Caveon Seal of Excellence™ for 2018-2019.
 - To receive the Seal of Excellence, organizations must complete a Caveon Security Audit in the past two years and meet minimum security requirements defined by industry-leading test security organization Caveon.
- Caveon describes the Caveon Seal of Excellence as follows:
 - is a prestigious recognition awarded to those companies who exemplify the very best test security practices, policies, and processes.
 - provides organizations with a mark of excellence, recognition for their efforts to keep exam results valid
 - is designed to acknowledge those testing organizations that are in compliance with Caveon’s Test Security Standards.
- NWEA utilizes Caveon Test Security Standards for summative assessments.



Test Security Standards

- NWEA utilizes a Test Security Plan that was created in conjunction with Caveon that establishes and maintains highly effective test security policies, procedures and practices.
- Goals:
 - Provide secure tests that result in valid and reliable scores;
 - Adhere to high professional standards in secure assessment development and administration;
 - Support consistency across testing administrations and sites;
 - Protect the investments of resources, time, and energy; and
 - Commit to the integrity of NWEA's assessments and the value they provide to our partners



Test Security – Management, Planning & Protection

Test Security Management and Planning

- Test Security Coordinators responsible for leadership and management of test security planning, reporting, integration and compliance.

Maintenance of Intellectual Property & Student Privacy

- Employment and non-disclosure agreements
- Third party screening, security and non-disclosure
- Intellectual property rights protections.
- Student Privacy - evidence collected in response to test irregularity classified as restricted, limitations on re-disclosure.

Test Security – Item and Test Design

- Security Through Item and Test Design
 - Implementing a combination of items and test design strategies to limit the effects of test exposure and hamper efforts to memorize and later use or disclose secure test content.
 - Field test new items to the extent possible by including them in active test forms
 - Large item pools allow the creation of multiple test forms administering a different one to each student.
 - Populate a replacement form to be used in the event of a breach of active items.
 - Maintain thresholds for item deactivation.



Test Security – Test Development and Maintenance



Internal departments train individuals involved with test development on security policies and procedures relevant to their roles.



Host item authoring and item banking systems and associated text development content on a secure, password protected location in a secure controlled area.



System tracks access and modification of test materials, including time and identity of the individual responsible for the modification.



Limits access based on individual job responsibility and by project.



Password rotation in accordance with Account Management Policy.

Test Security – Test Development and Maintenance



Monitor physical access to the building using building access badge readers. Additional layer of access control for secure areas.



Data classification policy for classifying and handling of materials.



Transfer secure assessment materials utilize secure file transfer protocol (SFTP) or, if required, via courier with secure, traceable methods.



Secure digital storage and transfer within NWEA on restricted areas that require access approval and role based access based on least privilege with periodic access reviews.



Shipping department on-site for secure receipt and distribution of materials when needed.

Test Administration



Assessment data is encrypted in transit and at rest using industry standard cryptography



Use secure file transfer protocol (SFTP) and secure data pathways to transmit restricted data.



Enforce security requirements, policies and procedures governing the handling of restricted data with vendors.



Administration of assessments via a secure lockdown browser that limits the students' ability to use any other application/software/Internet on their computer until they formally exit the test. No Internet access, programs or files.

Test Administration



Electronically capture certain student access and key activities during testing.



Assessment is password protected.



Proctor has to confirm a student before they test. Students cannot pause a test. Proctor can restart a test interrupted by an outage returning the student to the location in the test at the time of interruption.



Test Book Management - For physical tests, document individuals responsible for maintaining an unbroken chain of custody over secure test materials and limit access to only those directly involved. Number, track and seal tests when required and ship to designated site consistent with best practices in the *Operational Best Practices for Statewide Large-Scale Assessment Program*.

Test Administration – Test Administration Manual Goals



TO ASSURE ALL STUDENTS EQUALITY TO BE ASSESSED APPROPRIATELY, FAIRLY, AND IN A SECURE MANNER



TO DOCUMENT THE PRACTICES AND PROCEDURES FOR STAFF TO CONSISTENTLY FOLLOW, AND TO ASSURE THAT ALL EDUCATORS UNDERSTAND AND FOLLOW THE STEPS TO DEVELOP AND MAINTAIN A SECURE TESTING PROCESS



TO CREATE CONSISTENCY WITH TEST SECURITY POLICIES IN THE STATE



TO CREATE CONSISTENCY ACROSS DOCUMENTS TO EMPHASIZE IMPORTANCE AND DEFENSIBILITY

Content in Test Administration Manuals

The Test Administration Manuals (TAMs) provide directions to schools about appropriate test administration practices. TAMs will provide:

- Specific directions for each test administration
- Directions for students and educators to follow maintaining standardized testing
- Instructions for monitoring activities and secure testing environment
- Align manual with security related program policies
- Testing irregularity reporting
- Directions for test maintenance, storage, and secure return of materials
- Training of test administrators
- Summary of test ethics
- Procedure for incident response



Process



Begins with review of current state manuals and supporting documents



Use of current summative TAMs as a template to incorporate Through-Year specific details for test administration



Thorough, iterative functional area and editorial reviews to ensure consistency and accuracy of content

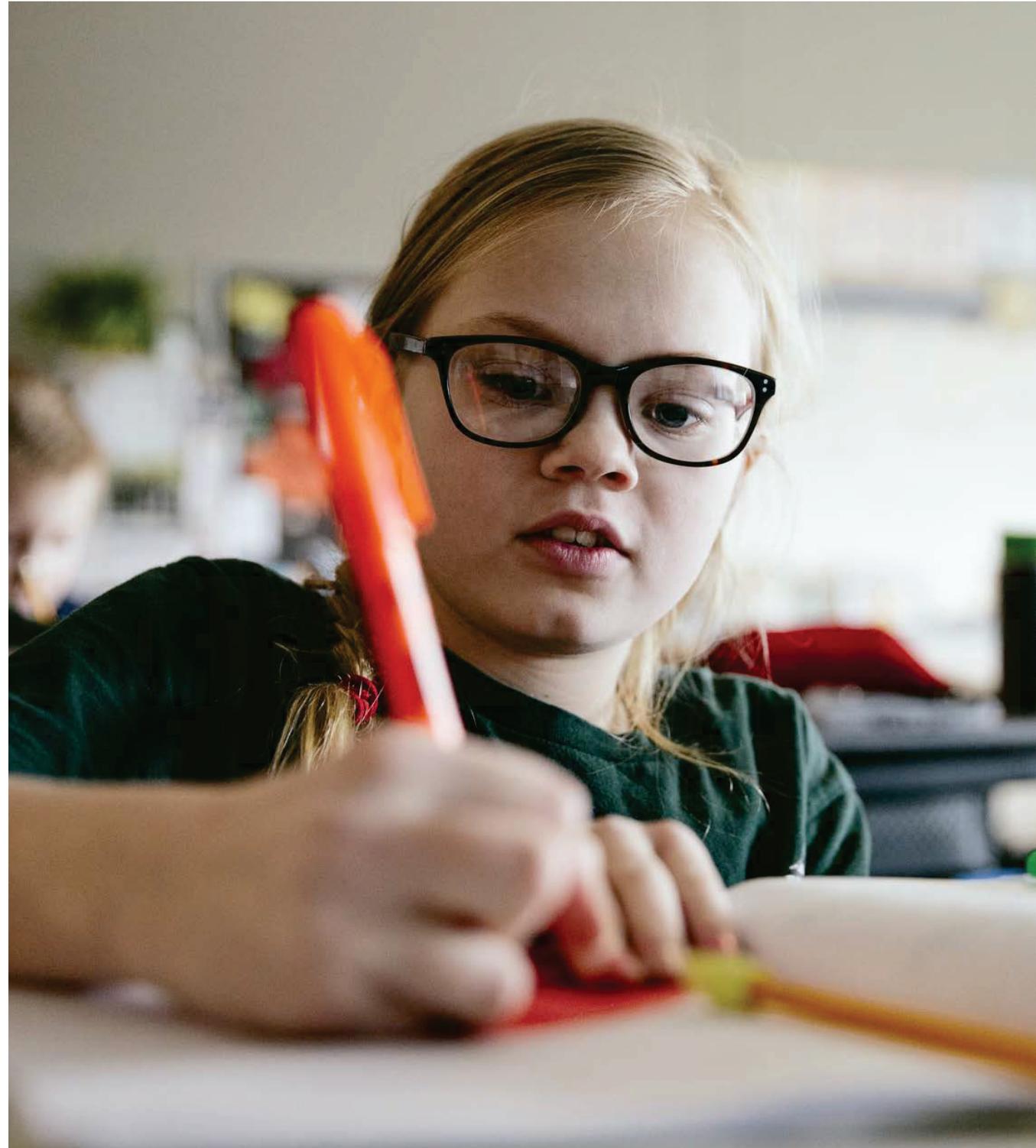


Iterative reviews by Partners to ensure appropriate incorporation of test security details and meet the goals

Test Security Monitoring and Detection Activities

Forensic Analysis

- Psychometric services, with the support from forensic test security experts, analyze student response data to develop:
 - Individual test administrators with elevated levels of reported irregularities and the effect of those irregularities on assessment scores and pass rates on assessments administered by those and other test administrators
 - Individual assessment results showing anomalies which may be indicative of test fraud or test theft. For example, unusual response times, unusual gains or losses, unusual individual response patterns, and where there are statistically significant levels of response similarities between pairs of students.
 - Outcomes of these analyses may reveal collusion, the effect of suspected test fraud and theft activity on aggregate assessment score and pass rates, knowledge of test date prior to administration, combined effect of suspected test fraud and theft on item performance over the life of the assessment.



Test Security Monitoring and Detection Activities

- Interpretation of Forensic Analyses
 - When testing anomalies are identified the following options may be available:
 - Test score is indeterminate (may not be a valid measure of student's abilities measured by the test)
 - Test score cancelled unless student can confirm the validity of the test score or re-test.
 - Misconduct is suspected and test scores will be withheld pending further investigation.



Test Security Monitoring and Detection Activities

- Sample Forensic Analyses
 - Unusual score gain or loss – comparisons of score from one testing occasion to another. Can show extreme changes in performance level changes by group and by cohort.
 - Similarity analysis – examine on a response by response basis, the answers given on each question, in every subject for every possible pair or group of students who took the same test or set of questions
 - Corrective change analysis – changes made after first choosing a response to a particular question (number, type, frequency of changes).
 - Person fit analysis – examines the consistency of the student's responses across all questions on a test. Calls out pattern irregularity. For example, performing better on the most difficult questions than on the less difficult ones.
 - Other data forensic methods – at times, other data forensic methods may be employed. For example, analysis of responses times to questions may expose patterns of shorter response times than would be required to read a passage or analyze a data table.



Test Security Monitoring and Detection Activities

- Internet Monitoring

- Used to combat unauthorized disclosure of restricted test materials on the Internet.
- NWEA uses an external entity with dedicated expertise in web and media monitoring.
- Scope - Web patrol services identify, prioritize, and monitor websites, discussion forums, peer-to-peer servers, etc., where sensitive test information may be disclosed or is at risk of disclosure.
- Frequency - Starts two weeks before testing and ends two weeks after administration closes.

Reports - Seek and evaluate social media channels and forums; test preparation training/education sites that may use actual test questions. Regular updates that categorize identified threats by level of actual or potential risk to the testing program based on representation made on the sites or actual analysis of the proffered content (ranked from low risk to highest risk). Includes threat analysis with actionable recommendations to minimize and remove issues.

- Incident management platform
- Records potential test security incidents and irregularities as they arise during test administrations throughout the year.
- Provides a triage protocol for reviewing incidents that arise to respond quickly to testing irregularities.
- Provides reporting capabilities for year-end reporting requirements.
- Aligns with test security incident policy and procedures.

If a threat is verified, steps are taken with the partner to have copyright-infringing material removed and an escalation path of legal remedies may be pursued (notification, cease-and-desist letter, removal of copyrighted material).



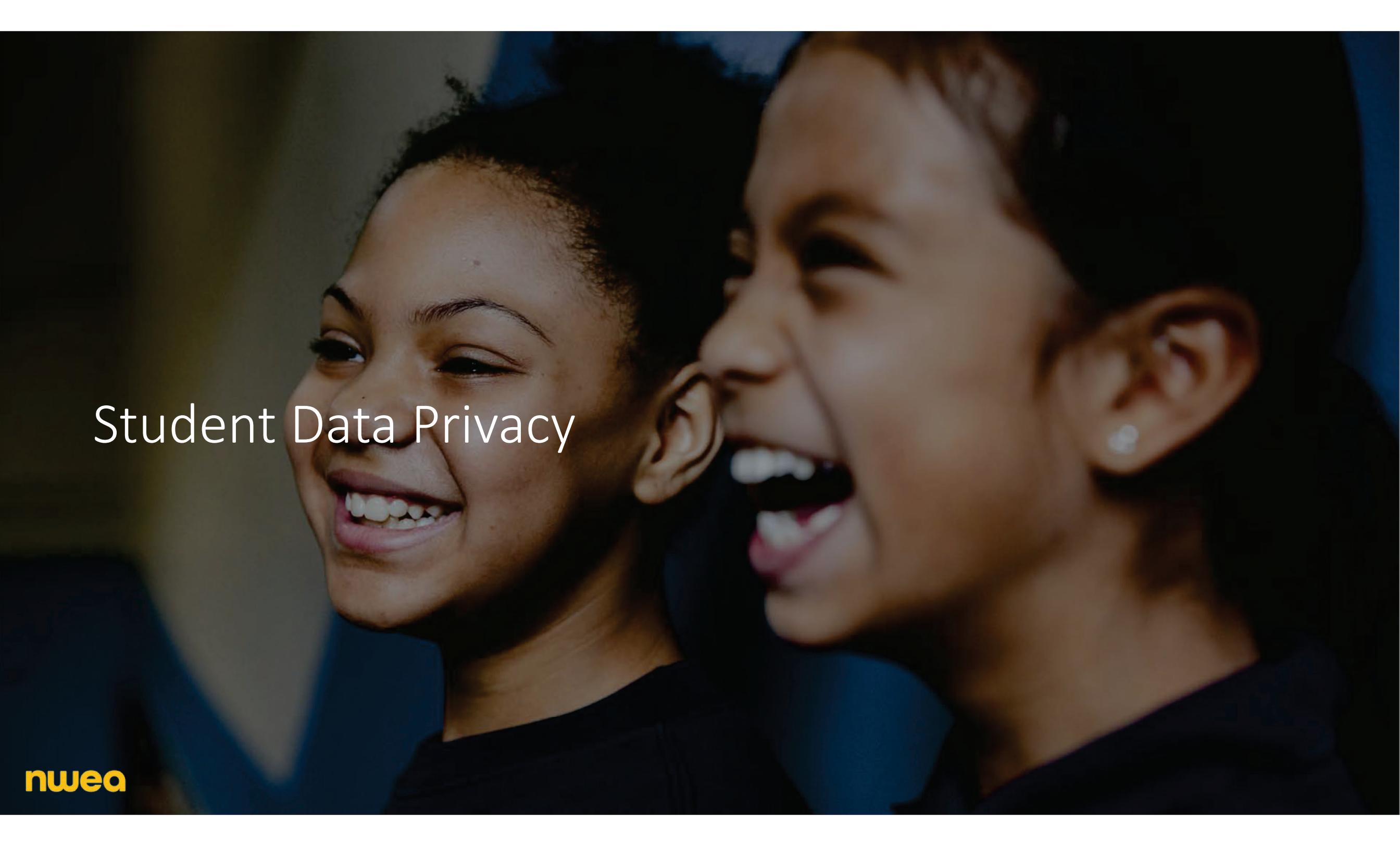
Test Security Incident Response Policy and Procedures

- Incident response team
- Classification and incident tracking
- Detection, investigation and analysis
 - Testing irregularity reporting
- Collection of data and evidence preservation
- Escalation
- Root cause analysis, containment, eradication and recovery
- Notification



Questions



A close-up photograph of two young women with dark hair, laughing joyfully. They are positioned side-by-side, with the woman on the right slightly behind the one on the left. The background is a soft, out-of-focus blue and white. The overall mood is positive and celebratory.

Student Data Privacy

Information Assurance

NWEA's Information Assurance
Department

- Privacy
- Information Security
- Audit & Compliance
- Cyber-Security Supply Chain
Risk Management
- Governance
- Test Security



Privacy

- Data Privacy Program
 - Utilize Appendix J, *Privacy Control Catalog*, NIST SP 800-53 Rev 4 for guidance
 - Privacy Policy governing the collection, use and disclosure of Student Education Records
 - Control and Choices regarding Student Education Records
 - Erasure, Rectification, Access & Portability of Student Education Records
 - Data Retention & Destruction
 - General Data Protection Regulation (GDPR), NY Ed Law 2-d, SOPIPA, FERPA, COPPA, CCPA
 - Privacy Impact Assessments
 - Privacy by Design initiatives



Information Security

- As an organization that seeks to aid in the improvement of educational outcomes for all children, NWEA is committed to maintaining the confidentiality, integrity, and availability of NWEA information assets and resources, including, but not limited to, the data of our partners. In doing so, NWEA information security controls are guided by the following principles:
 - Protect the confidentiality, integrity, and availability of NWEA information assets and those of our partners.
 - Comply with applicable privacy and data protection laws.
 - Enable the business to make informed decisions through risk assessments.
 - Grant access to sensitive, proprietary, or other confidential information only to those with a need to know.
 - Provide security training opportunities and expert resources to help individuals understand and meet their information security obligations.
 - Utilize the controls established by the National Institute of Standards and Technology (NIST) and applicable federal and state laws as guidance for our information security initiatives.

Organizational Security

- + **Employee background checks** - NWEA utilizes a third party to conduct pre-employment background screening. As a condition of employment, all final candidates undergo national sex offender registry check, education verification, social security validation, and national criminal background checks. Additional screening and checks are performed on individuals that access to sensitive areas.
- + **Security training for all employees** - All NWEA employees undergo general information security awareness training as part of the onboarding process and receive ongoing security training throughout their NWEA careers. During the onboarding process, new employees agree to our employee guide which, among other things, highlights our commitment to keep student and confidential information safe and secure. NWEA recognizes that dedicated employee engagement is a key means of raising security and privacy awareness. Additionally, certain roles (for example, software developers and architects) undergo additional information security training.
- + **Dedicated security team** - NWEA has a dedicated security team that employs security and privacy professionals. This team is tasked with maintaining and/or advising on NWEA's defense systems, developing security review processes, advising on and building security infrastructure, and implementing NWEA's security policies. NWEA's dedicated security team actively scans for security threats using industry standard tools, penetration tests, and security reviews.



Organizational Security

- + **Workstation security** - All workstations issued to NWEA employees are configured by NWEA to comply with our standards for security. These standards require all workstations to be properly configured, kept updated, and tracked. NWEA's default configuration sets up workstations to encrypt data, have strong passwords, anti-virus software, and lock when idle for a specified amount of time.
- + **Physical Security** - All visitors and vendors to NWEA's headquarters must be admitted at the front desk and sign in using NWEA's electronic sign-in system. Photo identification is required for anyone who enters sensitive areas of the building. All external doors and stairwell entrances are monitored by closed circuit security cameras and require badge access. Security personnel are onsite during the hours of 4 p.m.– to 8 a.m. M-F and 24 hours on weekends and holidays.
- + **Business Continuity** - NWEA conducts business impact analysis and risk assessments as part of its business continuity plan (BCP). NWEA's BCP addresses all key functions of MAP Growth. Detailed testing plans have been developed to ensure continued operation of MAP Growth. NWEA reviews its BCP annually.
- + **Risk Assessments** - NWEA conducts ongoing risk assessments to enable improved decision making, planning, and prioritization through a structured understanding of opportunities and threats to maximize the use of resources



Operational Security

- + **Vulnerability Management** - NWEA administrates a vulnerability management process that actively scans (internal, external, application) for security threats using industry best tools. The vulnerability team tracks and follows up on vulnerability remediation. Once a vulnerability requiring remediation is identified, it is logged, prioritized according to severity, and assigned an owner. The vulnerability management team tracks issues and follows up frequently until they can verify the issues were mitigated or remediated.
- + **External Third-Party Penetration Testing** - On an annual basis NWEA engages with an independent third-party organization to perform network and application level external penetration tests. The results of the penetration test are prioritized and corresponding remediation plans are enacted accordingly.
- + **Malware prevention** - NWEA utilizes up-to-date antivirus on systems connected to the NWEA network.
- + **Logging & Monitoring** - NWEA's security team maintains a security information and event management system to provide real-time analysis of certain log data and alerts.
- + **Incident management** - NWEA maintains an incident management process for security events that may affect the confidentiality, integrity, or availability of systems or data. If an incident occurs, the security team, privacy professional, or designated incident commander logs and prioritizes it according to its severity. The process specifics courses of action, procedures for notification, escalation, mitigation, and documentation. NWEA's security incident management program is structured around NIST SP 800-61 Rev 2, Computer Security Incident Handling.



Operational Security



- + **Network Security** - Network access to NWEA's production environment from open, public networks is restricted. NWEA deploys mitigations against distributed denial of service (DDoS) attacks at its network perimeter. Changes to NWEA's production network configuration are restricted to authorized personnel. NWEA utilizes Intrusion Detection / Intrusion Prevention (IDS/IPS) services. NWEA also employs web filtering solutions that provide another layer of security protection against known compromised sites and malware.
- + **Media Sanitization** - NWEA uses NIST SP 800-88, Guidelines for Media Sanitization, as guidance for asset sanitization and disposal decisions based on the security categorization of the associated system's confidentiality.
- + **Logical Access** - NWEA has implemented information security guidelines that define how internal data, systems, and resources are secured and protected from unauthorized access, attempted intrusions, and service interruptions. These policies address topics that include, but are not limited to, access control, authentication, and remote access control.
- + **Encryption in Transit and at Rest** - NWEA encrypts all traffic in transit over public networks using current industry standard encryption protocols and algorithms. Sensitive data in NWEA's MAP Growth production systems and backups are encrypted at rest.
- + **Disaster Recovery** - NWEA maintains a disaster recovery (DR) plan specific to MAP Growth to ensure the protection and restoration of systems, facilities, and capabilities and to reduce the consequences of any unexpected or undesirable event or disaster. This DR plan is intended to not only reduce the severity of the effects of a disaster, but to permit a planned, timely response and eventual effective recovery. The goal is to restore NWEA Product Engineering operations as quickly as possible. Disaster recovery on MAP Growth is exercised annually.
- + **Backup** - NWEA automates full hourly backups of MAP Growth to the secondary colocation facility. Additionally, database replications are conducted hourly using native database capabilities.

Audit & Compliance

- On an annual basis, NWEA engages with an independent third-party auditing firm that reviews compliance with the criteria for the Service Organization Control (SOC) 2 Trust Principals for Security and Availability.
- Engage in periodic external audit for information security risk assessments and spot audits.
- Internal compliance department to validate compliance on NIST security initiatives.



Cyber-Security Supply Chain Risk Management

- + NWEA utilizes a cyber supply chain risk management (SCRM) process for third parties.
- + The primary objective of the cyber SCRM is to identify and assess external parties to ensure they meet NWEA's security profile (based on NIST security controls) and contractual requirements.
- + As a part of this process, third parties are contractually committed to protect the availability, confidentiality, and integrity of Student Education Records.
- + Third parties are assessed for NIST compliance via an online assessment.



Governance

- + The Information Assurance Team maintains:
 - An enterprise information assurance team to handle the implementation of security projects and operations.
 - An enterprise information assurance steering committee to make organizational security decisions and approve strategic initiatives.
 - An annual security strategic initiative
 - An Information Assurance schedule & roadmap.
 - Metrics and reporting on security



Questions



Appendix I

GEORGIA INNOVATIVE ASSESSMENT PILOT PROGRAM

Please specify the end-of-grade and/or end-of-course assessments for which evidence is being provided for the innovative assessment.

ELA	MATHEMATICS	SCIENCE	SOCIAL STUDIES
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 3		
<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 4		
<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 5	
<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 6		
<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 7		
<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 8	<input type="checkbox"/> Grade 8 <input type="checkbox"/> HS Physical Science (Grade 8)	<input type="checkbox"/> Grade 8
<input type="checkbox"/> American Literature and Composition	<input type="checkbox"/> Algebra I/Coordinate Algebra	<input type="checkbox"/> Biology	<input type="checkbox"/> U.S. History

For each of the assessments selected in the table above, evidence will need to be submitted for each of the criteria in the seven categories below (alignment and comparability, technical quality, accessibility and accommodations, test administration and security, stakeholder engagement, accountability, and conflict of interest). Note that all evidence submitted should be based on grade-level items only. Off-grade items can be included on assessments but cannot be included in the evidence required below.

1 ALIGNMENT & COMPARABILITY

Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents* (pages)	Commentary (Optional)
<p>1</p> <p>Do you have an independent alignment study between the innovative assessment and the Georgia academic content standards (GSEs) for all grades, content areas, and courses?</p> <p>Note: The revised mathematics GSEs are expected to be operational for the 2022-2023 school year and the revised ELA GSEs are expected to be operational for the 2023-2024 school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Alignment study report	<Consortium A Alignment Report 2022.docx> (1-35)	
<p>2</p> <p>Does the alignment study indicate that the innovative assessment adequately reflects Georgia academic content standards for all grades, content areas, and courses in terms of categorical concurrence, balance of representation, depth of knowledge, and range of knowledge?</p> <p>Note: If the innovative assessment is computer adaptive, documentation should demonstrate procedures that ensure the item pool and content constraints result in good alignment at the student level across all ability levels.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Alignment study report <ul style="list-style-type: none"> • Similar to alignment of Georgia Milestones Test blueprints indicating depth of knowledge ranges/cognitive complexity levels Item and passage specifications Item selection procedures	<Consortium A Alignment Report 2022.docx> (32-33)	
<p>3</p> <p>Does the innovative assessment classify students into four achievement levels that are consistent (representing similar levels of knowledge and skill) with those reported for Georgia Milestones?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Achievement level descriptors	<Consortium A Statewide Performance SY21-22.pdf> (2)	

	<p>Note: Direct adoption of Georgia’s ALDs is recommended to satisfy this criterion. If other ALDs are used, they must be justified and the alignment to the Georgia ALDs evaluated.</p>					
4	<p>Are summative classifications of students into the four achievement levels consistent between the innovative assessment and Georgia Milestones for all students and for all subgroups of students across all grades, content areas, and courses?</p> <p>Note: A standard setting is not expected, rather, empirical methods can be used to set cut scores on the innovative assessment that results in consistent student classifications into achievement levels. If the innovative assessment contains any off-grade level items, achievement level classification should be determined using only items that measure on-grade level standards (i.e., the grade in which the student is enrolled) and uses that determination for reporting and accountability. Consortia should also be aware that end-of-course assessments contribute 20% to course grades. The grade conversion score (GCS) is tied to the scale score cuts for Developing Learner and Proficient Learner. Specifically, for Georgia Milestones, the GCS ranges from 0 to 100. GCS=0 is set to the LOSS, GCS=100 is set to the HOSS. GCS=68, 80, and 92 are set to the scale cuts between achievement levels (1/2; 2/3; 3/4). A linear</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Classification consistency methods report, including achievement level classification consistency values and 4 x 4 contingency table for all grades, content areas, and courses for all students and all subgroups of students:</p> <ul style="list-style-type: none"> • Exact Agreement (>0.7) • Exact + Adjacent Agreement (>0.9) • Quadratic Weighted Kappa (>0.85) <p>The report or associated evidence should document, as applicable: methodology, calibration model(s), assumption check results, reliability, mean/range item difficulty, distribution of item types across the scale, student sample exclusions and impact of exclusions, consistency of results by demographic subgroups, comparability of administration conditions (e.g., speededness, format). The classification consistency report should also include an analysis of how comparable student grades are likely to be for end-of-course assessments given the GCS method.</p>	<p><Consortia A vs. Milestones Performance Level Classification Consistency (SY21-22).docx> (1-30; results pages 28-31)</p>	

	transformation is applied to obtain the GCS values between the points above.					
5	<p>Are the students who participate in the innovative assessment representative of the state in terms of demographic composition and achievement?</p> <p>Note: If the answer to this question is no, then provide evidence demonstrating how the sample has been weighted or adjusted to represent the state when necessary.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Table of sample vs. state demographics and achievement (include all subgroups reported in Georgia for accountability)</p> <p>Description of weighting methods or other mechanisms for generalizing sample results to the state.</p>		
6	<p>Do you have a plan for conducting annual comparability analyses between the innovative assessment and Georgia Milestones throughout the remainder of the IADA period?</p> <p>Note: Comparability analyses will require double testing of Georgia Milestones and the innovative assessment for a sample of grades and subjects.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Comparability analysis plan		

*The Evidence Documents column can either contain the file name(s) of the relevant artifact(s), or a hyperlink to the document.

2 TECHNICAL QUALITY

Criteria		Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1	Have you worked with experts to ensure technical quality, validity, reliability, and psychometric soundness of the innovative assessment?	<input type="checkbox"/>	<input type="checkbox"/>	CVs/qualifications of technical team Meeting agendas or meeting summaries (e.g., internal meetings, WestEd technical assistance meetings, TAC meeting transcripts, other consultant meetings)		

2	<p>Have you established reliability evidence for the summative scores, subscores, and achievement levels generated from the innovative assessment consistent with nationally-recognized testing standards?</p> <p>Notes: For preliminary or on-demand results/scores, demonstrate the technical evaluation procedures used to evaluate consistent reliability, including evaluation of model assumptions/parameters/scale stability. As a point of comparison, the majority of Georgia Milestones EOG and EOC assessments have reliability values of 0.9 and above. Include subscore reliability, but strict reliability criteria will not be required. Decision consistency and accuracy values should be similar to those reported for Georgia Milestones.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Reliability section of the technical report (include overall reliability, subscore reliability, conditional standard errors of measurement, decision consistency, and decision accuracy)		
3	<p>Have you established validity evidence for the innovative assessment consistent with nationally-recognized testing standards?</p> <p>Note: Much of the Comparability assurances criteria also provide validity evidence. Content evidence is most critical, relations to other variables will be available through comparison to Georgia Milestones, and validity evidence should be organized around the five sources of validity evidence described in <i>The Standards</i>. Evidence of test consequences, especially as it relates to the theory of action should be provided as soon as possible.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Validity section of the technical report Blueprints, test specifications, alignment studies		
4	Is the innovative assessment designed to assess student achievement based on	<input type="checkbox"/>	<input type="checkbox"/>	Score distributions		

	grade-level state academic content standards in terms of content and cognitive processes, including higher-order thinking skills, and to adequately measure summative student performance across the full performance continuum for all students, except students with the most significant cognitive disabilities?			Test blueprints, assessment guides, or other documents indicating depth of knowledge ranges Summary of item types Item and passage specifications Cognitive labs or other studies addressing student cognitive processes Analyses of test information functions demonstrating precision across the performance continuum or other demonstration of information function across the performance continuum CSEM across the scale/at the cut points Analyses (e.g., differential item functioning (DIF), differential test functioning (DTF) analyses) that identify possible bias or inconsistent interpretations of results across student groups Alignment studies		
5	Do you produce individual student score reports?	<input type="checkbox"/>	<input type="checkbox"/>	Example student report Score interpretation guide		
6	Do you produce aggregate score reports?	<input type="checkbox"/>	<input type="checkbox"/>	Example classroom, school, district, consortium reports Score interpretation guide		
7	Have you collected evidence that students, parents, educators, and school leaders are able to use your score reports to make valid score interpretations? Note: Include information about the representativeness of the sample for each stakeholder group.	<input type="checkbox"/>	<input type="checkbox"/>	Reports from cognitive labs, focus groups, etc.		
8	Are score reports provided in a timely manner?	<input type="checkbox"/>	<input type="checkbox"/>	Reporting timeline (e.g., number of days between the administration and when score users are provided with preliminary and/or final results along		

				with activities occurring between the two milestones)		
9	Have you incorporated principles of Universal Design for Learning into your innovative assessment?	<input type="checkbox"/>	<input type="checkbox"/>	Test development chapter of technical report Accessibility/UDL reports		
10	Have you developed a maintenance and evaluation plan to address longitudinal scale stability, identification and mitigation of parameter drift, and bank maintenance?	<input type="checkbox"/>	<input type="checkbox"/>	Psychometrics, research, and evaluation section of the technical report Details on item pool		

3 ACCESSIBILITY & ACCOMMODATIONS

All students who currently participate in Georgia Milestones must be able to participate in the innovative assessment in order to use the innovative assessment in lieu of Georgia Milestones. A crosswalk of accessibility and accommodation features available on Georgia Milestones and available on the innovative assessment should be provided such that it is possible to see at a glance whether all of the accessibility and accommodation features will be available, and if not, how students will be validly assessed using an alternative accessibility mechanism. Any differences in the way accessibility or accommodation features work in the innovative assessment as compared to Georgia Milestones should be indicated. Over time, the accessibility and accommodation features available for use on the innovative assessment should improve to reach industry best-practice.

Criteria		Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1	In participating schools, are all students, except those with the most significant cognitive disabilities, participating in the innovative assessment?	<input type="checkbox"/>	<input type="checkbox"/>	Participation rate report Table of sample vs. state demographics and achievement		
2	Are students with disabilities provided with appropriate accommodations as defined by their IEP/IAP?	<input type="checkbox"/>	<input type="checkbox"/>	Relevant sections of the accommodations manual List of available accommodations Braille and VSL materials/resources Results of analyses and/or expert review indicating that accommodations do not alter the construct (e.g., classification consistency studies, DIF studies, person fit studies)		

3	Are English learners provided with appropriate accommodations as defined by their EL/TPC?	<input type="checkbox"/>	<input type="checkbox"/>	Relevant sections of the accommodations manual List of available accommodations Results of analyses and/or expert review indicating that accommodations do not alter the construct (e.g., classification consistency studies, DIF studies, person fit studies)		
4	Do all provided accessibility tools and accommodations comply with all federal laws, including, but not limited to, IDEA, ADA, Section 504 of the Rehabilitation Act of 1973, Title I, ESEA, and FERPA?			Relevant sections of the accommodations manual		

4 TEST ADMINISTRATION & SECURITY

If some of the test administrations do not contribute to a summative score, then the test administration and security requirements could be reduced. However, items from high-stakes administrations should not also be used during low-stakes administrations.

	Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1	Has GOSA monitored your test administrations? Note: The consortia should work with GOSA and GaDOE to develop and implement a test monitoring plan.	<input type="checkbox"/>	<input type="checkbox"/>	Communications with GOSA GOSA audit reports		
2	Do you have policies and procedures to ensure standardized test administration?	<input type="checkbox"/>	<input type="checkbox"/>	Test coordinator manuals, test administration manuals, accommodations manuals, test preparation materials for students and parents, other documents provided to schools and teachers that address standardized test administration and		

				any accessibility tools and features available for the assessments Irregularity reports Proctor/test site training certificates		
3	Are all school staff that are involved in the test administration trained on standardized procedures and test security protocols?	<input type="checkbox"/>	<input type="checkbox"/>	Training presentation slides, documents, agendas Student assessment handbook Administration protocols Accessibility and accommodations manual Other comprehensive test administration policy documents Proctor/test site training certificates		
4	Do you have a process for monitoring the innovative assessment administration?	<input type="checkbox"/>	<input type="checkbox"/>	Relevant sections of the test coordinator manual Consortium monitoring analysis/report		
5	Do you have policies and procedures to prevent testing irregularities and ensure the integrity of test results?			Relevant sections of the student assessment handbook or assessment administration protocol manual Irregularity reports Monitoring results Data forensic methods and results		
6	Do you have test security policies and procedures to protect the integrity and confidentiality of test materials, test-related data, and personally identifiable information as established by the Family Education Rights and Privacy Act (FERPA) and the Georgia Student Data Privacy, Accessibility and Transparency Act of 2016?			Relevant sections of the student assessment handbook, test administration manual		

5 STAKEHOLDER ENGAGEMENT

Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
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1	<p>Did you develop the innovative assessment in collaboration with stakeholders representing the interests of students with disabilities, English learners, and other vulnerable populations; teachers, principals, and other school leaders; parents; and civil rights organizations?</p> <p>Note: Consultation with these groups is required at the beginning on the project; ongoing consultation is not required.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Meeting schedules, meeting agendas, letters of support, meeting participants and associated demographics or background information		
2	<p>Did you develop capacity for educators and schools and districts leaders to implement the innovative assessment, interpret results, and communicate with stakeholders?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Training agendas and presentations, meeting schedules, meeting agendas, other training materials, assessment guides, study/resource guides, item and scoring samplers, professional learning offerings, score interpretation guide, data on stakeholder participation in training for test administration, official logs for materials distribution, stakeholder survey results		

6 ACCOUNTABILITY

CCRPI growth, gaps, and literacy measures do not need to be strictly comparable, nor are the innovative assessments required to use the same methods that are currently used for Georgia Milestones. The methods do need to be justified and defensible.

Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
<p>1 Do you have a process for identifying students uniquely within and across years so that students' assessment data, schools,</p>	<input type="checkbox"/>	<input type="checkbox"/>	Database with unique student identifiers (e.g., Georgia Testing Identifier [GTID])		

	<p>districts, demographic information, etc. can be used for accountability purposes?</p> <p>Note: The consortia should work with GaDOE to develop a data layout and reporting timeline.</p>					
2	<p>Is the percentage of students (overall and by subgroup) that you assessed in the current academic year at least as high as the percentage assessed using Georgia Milestones in the year previous to the start of the pilot (i.e., 2018-2019)?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Participation rate report		
3	<p>Do you produce a single, summative score for every student?</p> <p>Note: If there is more than one administration during the academic year (e.g., a through-year model), specify which administrations contribute to the summative score and how scores are combined. This description should provide a clear rationale for the calculation of the summative score.</p>	<input type="checkbox"/>	<input type="checkbox"/>	Scoring section of the technical report		
4	<p>Do you produce a growth measure that can be used for the CCRPI Progress component?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Growth measures section of the technical report		
5	<p>Do you produce an achievement measure that can be used for the CCRPI Content Mastery and Closing Gaps components (alignment to Beginning, Developing, Proficient, and Distinguished Learner achievement levels)?</p>			Scoring section of the technical report		
6	<p>Do you produce a literacy (Lexile) measure that can be used for the CCRPI Readiness component?</p>	<input type="checkbox"/>	<input type="checkbox"/>	Classification consistency methods report		

	Note: Classification consistency should be demonstrated for two designations: Reading Status as reported for Georgia Milestones and the literacy indicator as reported for CCRPI.					
7	Do you produce subgroup results consistent with federal accountability and reporting requirements (e.g., race/ethnicity, gender, English Learners, students with disabilities, migrant, homeless, foster, parent on active military duty, economically disadvantaged)?	<input type="checkbox"/>	<input type="checkbox"/>	Consortium summary report		

7 CONFLICT OF INTEREST

	Criteria	Yes	No	Examples of Relevant Evidence	Evidence Documents (pages)	Commentary (Optional)
1	Is there a conflict of interest (financial or otherwise) for the interested parties participating in the pilot program?	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	
2	Do all activities that are related to this pilot abide by local procurement requirements?	<input type="checkbox"/>	<input type="checkbox"/>	N/A	N/A	

Appendix J

GMAP Content and Bias Checklist

General Content Checklist

- Is the item aligned to the correct standard?
- Is the item aligned to the correct Achievement Level Descriptor (ALD)?
- Is the item aligned to the correct DOK?
- Is art used only when needed for the content?
- Can the art be clearly and easily understood?
- Are parts in multi-part items connected?
- Is dependency in multi-part items minimized?
- Is wording clear and concise?
- Is consistent language applied throughout item?
- Are all scoring keys correct?
- Are all parts of the item and scoring functioning as expected?
- Are all partial credit responses scoring as 1 point?
- Does the functionality make sense for what is being assessed?
- Do the layout and functionality work well together?
- Are appropriate direction lines included?
- Is scrolling minimized?
- Are all answer options plausible?
- Are all options free from cluing?
- Is the interaction required of the student clear?
- Are appropriate direction lines included?
- Is the item mathematically correct?
- Is the content accurate?
- Does the item avoid unnecessary wordiness, colloquialisms, idioms, and figurative language?
- Does the item use the context appropriately?
- Does the context avoid names (unless using names reduces the reading load)?
- Is the vocabulary on or below grade level?

General Bias and Sensitivity Checklist

- **Bias:** Review the assets “through the eyes of a student” for characteristic that would result in an unfair advantage or disadvantage for any group of students.
- **Sensitivity:** Review the assets for acceptability. In general, sensitive topics should be avoided so as not to upset or distract students during the assessment.

- Does the context avoid bias?
 - Does the passage and/or item contain stereotypes?
 - Stereotyping – Ascribing characteristics to all members of a group; Examples: elderly people being dependent upon others, females performing better academically in language arts, Hispanics operating lawn care businesses, African-Americans as athletes, Asian Americans exceling in academics, men as doctors and lawyers
 - Does the passage and/or item contain gender bias?
 - Either gender unnecessarily presented in stereotypical activities, occupations, and/or situations, or having stereotypical emotions or characteristics; use of demeaning labels; Examples: man-hours, salesman, men and girls invited to the lecture, girls’ restroom down the hall and men’s restroom on the second floor, cleaning lady, career girl
 - Does the passage and/or item contain regional bias?
 - Terms not commonly used nationwide; Examples: berm (curb), soda water, pop, drink, bubbler, toboggan (hat or type of sled), heroes (sandwiches)
 - Does the passage and/or item contain ethnic or cultural bias?
 - Terms that are demeaning and/or offensive to a particular ethnic group or culture; depict minority group as poor or uneducated; use of jargon or slang; Examples: Maria was in the kitchen making tacos. Indians are very close to nature. “This food rocks.” Acceptable terms: Hispanic, Latino, Latina, American Indian, Native American, Asian American, African-American
 - Does the passage and/or item contain socioeconomic or class bias?
 - Activities, possessions, or ideas that are not common to all students within a given area; Examples: boarding school, membership at a country club, snorkeling in the Bahamas, going on vacation, scuba diving
 - Does the passage and/or item contain religious bias?
 - Terms that are demeaning and/or offensive to a particular religious group; Examples: making beef stew, Halloween, hip-hop music or rock-and-roll dance
 - Does the passage and/or item contain age bias?
 - Terms that are demeaning and/or offensive to a particular age group; Examples: an old folks home, typical irresponsible teenagers
 - Does the passage and/or item contain bias regarding persons with disabilities?
 - Demeaning and/or offensive terms in regard to persons with disabilities; Examples: confined to a wheelchair, being handicapped; Acceptable terms: visually impaired, vision impaired, deaf or hard of hearing, disability
- Does the context avoid sensitive topics?
 - Sensitive topics to exclude from passages or items:
 - Death or illness
 - Religion
 - War
 - Serious weather events
 - Politics or topics that could be perceived as political, including issues unique to the state

Appendix K

GMAP Content and Bias Checklist

General Content Checklist

- Is the item aligned to the correct standard?
- Is the item aligned to the correct Achievement Level Descriptor (ALD)?
- Is the item aligned to the correct DOK?
- Is art used only when needed for the content?
- Can the art be clearly and easily understood?
- Are parts in multi-part items connected?
- Is dependency in multi-part items minimized?
- Is wording clear and concise?
- Is consistent language applied throughout item?
- Are all scoring keys correct?
- Are all parts of the item and scoring functioning as expected?
- Are all partial credit responses scoring as 1 point?
- Does the functionality make sense for what is being assessed?
- Do the layout and functionality work well together?
- Are appropriate direction lines included?
- Is scrolling minimized?
- Are all answer options plausible?
- Are all options free from cluing?
- Is the interaction required of the student clear?
- Are appropriate direction lines included?
- Is the item mathematically correct?
- Is the content accurate?
- Does the item avoid unnecessary wordiness, colloquialisms, idioms, and figurative language?
- Does the item use the context appropriately?
- Does the context avoid names (unless using names reduces the reading load)?
- Is the vocabulary on or below grade level?
- Does the item use the appropriate calculator?
 - Grades 3 – 5: None
 - Grade 6 – Basic
 - Grades 7 and 8 – Scientific
 - Grade 6 – 8: Calculators should only be used for items where the calculator allows us to better understand what the student knows about the content being assessed.
- Does the item contain the appropriate tools?
 - Grades 3 – 4: ruler or protractor

General Bias and Sensitivity Checklist

- **Bias:** Review the assets “through the eyes of a student” for characteristic that would result in an unfair advantage or disadvantage for any group of students.
- **Sensitivity:** Review the assets for acceptability. In general, sensitive topics should be avoided so as not to upset or distract students during the assessment.

- Does the context avoid bias?
 - Does the passage and/or item contain stereotypes?
 - Stereotyping – Ascribing characteristics to all members of a group; Examples: elderly people being dependent upon others, females performing better academically in language arts, Hispanics operating lawn care businesses, African-Americans as athletes, Asian Americans exceling in academics, men as doctors and lawyers
 - Does the passage and/or item contain gender bias?
 - Either gender unnecessarily presented in stereotypical activities, occupations, and/or situations, or having stereotypical emotions or characteristics; use of demeaning labels; Examples: man-hours, salesman, men and girls invited to the lecture, girls’ restroom down the hall and men’s restroom on the second floor, cleaning lady, career girl
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 - Does the passage and/or item contain socioeconomic or class bias?
 - Activities, possessions, or ideas that are not common to all students within a given area; Examples: boarding school, membership at a country club, snorkeling in the Bahamas, going on vacation, scuba diving
 - Does the passage and/or item contain religious bias?
 - Terms that are demeaning and/or offensive to a particular religious group; Examples: making beef stew, Halloween, hip-hop music or rock-and-roll dance
 - Does the passage and/or item contain age bias?
 - Terms that are demeaning and/or offensive to a particular age group; Examples: an old folks home, typical irresponsible teenagers
 - Does the passage and/or item contain bias regarding persons with disabilities?
 - Demeaning and/or offensive terms in regard to persons with disabilities; Examples: confined to a wheelchair, being handicapped; Acceptable terms: visually impaired, vision impaired, deaf or hard of hearing, disability
- Does the context avoid sensitive topics?
 - Sensitive topics to exclude from passages or items:
 - Death or illness
 - Religion
 - War
 - Serious weather events
 - Politics or topics that could be perceived as political, including issues unique to the state

Appendix L

GMAP Content and Bias Checklist

General Content Checklist

- Is the item aligned to the correct standard?
- Is the item aligned to the correct Achievement Level Descriptor (ALD)?
- Is the item aligned to the correct DOK?
- Is art used only when needed for the content?
- Can the art be clearly and easily understood?
- Are parts in multi-part items connected?
- Is dependency in multi-part items minimized?
- Is wording clear and concise?
- Is consistent language applied throughout item?
- Are all scoring keys correct?
- Are all parts of the item and scoring functioning as expected?
- Are all partial credit responses scoring as 1 point?
- Does the functionality make sense for what is being assessed?
- Do the layout and functionality work well together?
- Are appropriate direction lines included?
- Is scrolling minimized?
- Are all answer options plausible?
- Are all options free from cluing?
- Is the interaction required of the student clear?
- Are appropriate direction lines included?
- Is the item mathematically correct?
- Is the content accurate?
- Does the item avoid unnecessary wordiness, colloquialisms, idioms, and figurative language?
- Does the item use the context appropriately?
- Does the context avoid names (unless using names reduces the reading load)?
- Is the vocabulary on or below grade level?

General Bias and Sensitivity Checklist

- **Bias:** Review the assets “through the eyes of a student” for characteristic that would result in an unfair advantage or disadvantage for any group of students.
- **Sensitivity:** Review the assets for acceptability. In general, sensitive topics should be avoided so as not to upset or distract students during the assessment.

- Does the context avoid bias?
 - Does the passage and/or item contain stereotypes?
 - Stereotyping – Ascribing characteristics to all members of a group; Examples: elderly people being dependent upon others, females performing better academically in language arts, Hispanics operating lawn care businesses, African-Americans as athletes, Asian Americans exceling in academics, men as doctors and lawyers
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 - Either gender unnecessarily presented in stereotypical activities, occupations, and/or situations, or having stereotypical emotions or characteristics; use of demeaning labels; Examples: man-hours, salesman, men and girls invited to the lecture, girls’ restroom down the hall and men’s restroom on the second floor, cleaning lady, career girl
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 - Terms that are demeaning and/or offensive to a particular religious group; Examples: making beef stew, Halloween, hip-hop music or rock-and-roll dance
 - Does the passage and/or item contain age bias?
 - Terms that are demeaning and/or offensive to a particular age group; Examples: an old folks home, typical irresponsible teenagers
 - Does the passage and/or item contain bias regarding persons with disabilities?
 - Demeaning and/or offensive terms in regard to persons with disabilities; Examples: confined to a wheelchair, being handicapped; Acceptable terms: visually impaired, vision impaired, deaf or hard of hearing, disability
- Does the context avoid sensitive topics?
 - Sensitive topics to exclude from passages or items:
 - Death or illness
 - Religion
 - War
 - Serious weather events

- Politics or topics that could be perceived as political, including issues unique to the state
- Content should not make suggestions or problem solving of a medical nature (for either humans or animals).

Appendix M

https://www.mdjonline.com/news/heres-when-marietta-schools-says-a-new-better-test-may-replace-georgia-milestones/article_c175736e-c7a5-11eb-b05b-5b80a08b0c7c.html

Here's when Marietta Schools says a new, better test may replace Georgia Milestones

By Thomas Hartwell thartwell@mdjonline.com

Jun 18, 2021

Students from a group of 20 school districts, including Marietta City Schools, could be taking a test that will fully replace Georgia Milestones in those districts as soon as the 2022-23 school year.

If everything goes according to plan, all Georgia public school students could be taking the test by 2026.

HOW DID WE GET HERE? Georgia Milestones are tests given to public school students in third through eighth grade at the end of the school year and are meant to be used as year-end review of how well the student has retained state curriculum and standards. But many education leaders have criticized Milestones and other summative assessments as focusing too little on each student's unique challenges and needs.

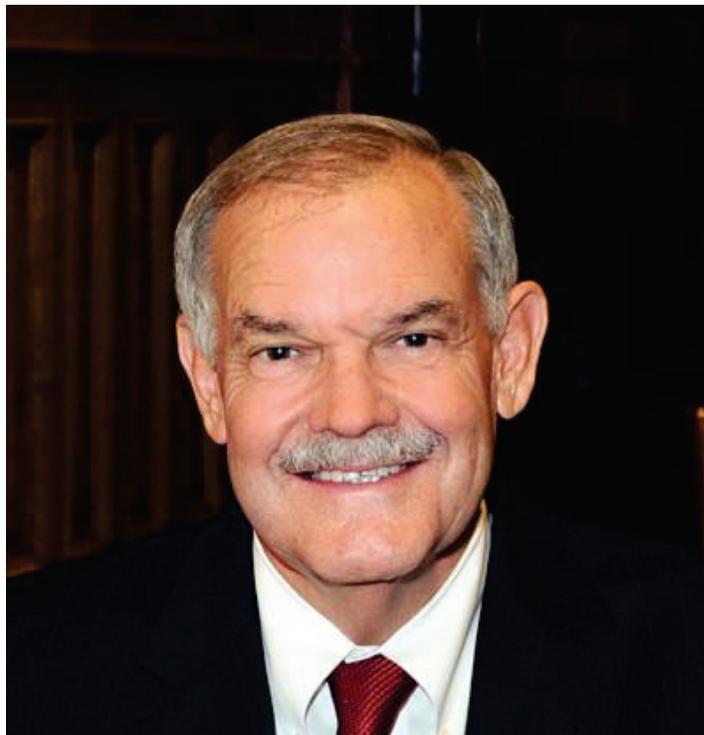
Summative assessments test students at the end of a course or year and are typically high-stakes, while formative assessments are given throughout the year and provide ongoing feedback to monitor student progress.

Marietta Schools and its 19 fellow districts, together called the GMAP Consortium, have modified an existing formative test to create a pilot test.

The GMAP test has been in development since a 2018 bill, authored by state Sen. Lindsey Tippins, R-west Cobb, was signed into law by former Gov. Nathan Deal.

Tippins said he authored the 2018 bill allowing creation of alternative tests because he'd been of the opinion "all along" that a single test at the end of the school year is "not the best way to have an assessment system."

But he said the nuts and bolts of the GMAP test predate the 2018 bill. Tippins said formative assessments that have been tweaked to become the GMAP test have been used in the Marietta School District for years. Former Marietta Superintendent Emily Lembeck, he said, "very much was of the same mindset I was in seeing the value of formative assessments."



Lindsey Tippins

"My preference has always been almost like a series of building blocks," Tippins said. "If you have formative assessments during the year on a more frequent basis, you can determine the areas that the student has mastered and the areas that they've not mastered."

That, he said, better guides instruction for each student and each class as a whole.

GMAP'S NEW TEST Michael Huneke, director of assessment for Marietta City Schools, says the GMAP Consortium's new test will do just what Tippins hoped.

Huneke said the test will give students, teachers and parents more immediate and specific feedback on a student's progression in school and in which areas they still need support.

The pilot test would be given three times per year — in the fall, winter and spring.

And, Huneke said, "it's going to go off grade level."

"So if your student is in fifth grade and they're really performing at (a) third grade (level), it's going to tell us that," he said. "You've got to plug those holes, because the student will never learn the fifth grade standards unless they know the third and fourth grade first."



Michael Huneke

The new test, Huneke said, will also drill down to more specific standards that an individual student is struggling with. For example, where Georgia Milestones might show that a student is struggling with numbers and operations, the Marietta pilot test could specify that the student struggles with multiplication.

Huneke said in the spring of 2022, the GMAP Consortium's test will undergo a comparison study. Students will have to take both the new test and Georgia Milestones within two weeks of each other, and data collected from that field test will be turned over to state and federal education officials to show that it meets their standards and is comparable to Milestones.

If the new test passes muster with the state and feds, it's then up to the Georgia Board of Education to give its OK to begin phasing out the Milestones, Huneke said.

The hope, he said, is that all schools in the state could be taking the test in place of Milestones in the 2025-26 school year. Though the past two school years' interrupted by a pandemic have thrown a wrench into the process, Huneke said, "I think we're still on the timeline."

The Marietta group is not the only one to have come up with its own experimental test, under Tippins' 2018 legislation. Another group of districts, the Putnam County Consortium, is also piloting its assessment created after the bill's approval.

When all the field testing is complete, data is collected and federal approval is given, Huneke said, the Georgia Department of Education and Georgia school board will decide whether to stick with Milestones or implement either the GMAP Consortium's new test or the Putnam Consortium's test.

GEORGIA SCHOOL BOARD SUPPORTS Scott Johnson, a member of the Georgia Board of Education, said alternatives to Milestones already have much, if not all, of his board's support.

Johnson said Georgia isn't the only state working to develop formative rather than summative tests that meet federal standards. He said the federal government granted a handful of waivers to create experimental tests, and Georgia is one of the states "leading the way" with the GMAP and Putnam consortiums.

"We believe it's a much more applicable, functional, a richer way to teach students," he said. "The board certainly is of the opinion, and I am, that these are better ways to assess student learning."

The ultimate goal, Johnson said, is for the entire state to move to formative tests sooner rather than later. And he agreed with Huneke that the eyes of many other states are on Georgia, as a leader that will hopefully change the way the nation assesses K-12 student learning.

Huneke said a replacement for high school end-of-course tests in American literature, Algebra I, U.S. history and biology is also in the works. No specific timeline has been set on that test, he said.



Scott Johnson

The Marietta School District has also been named the GMAP Consortium's fiscal agent, tasked with spending half of the \$500,000 recently allocated to the two consortiums by state lawmakers. This week, the Marietta Board of Education voted to approve the GMAP's spending wishlist, which includes content and staffing workshops, training and development of a consortium report.

The districts in Marietta's consortium, among others, include Barrow, Chattahoochee, Chattooga, Clayton, Dalton, Floyd, Jackson and Oglethorpe County Schools, as well as the Jasper County Charter System and the Georgia Cyber Academy.

The Cobb County School District's plan for an alternative test did not receive federal approval in 2019, and the district is not a part of either consortium's pilot program.

Nan Kiel, a spokesperson for the school district, said Cobb Schools will give the Milestones in the upcoming school year. But, she said, the district supports “more meaningful assessments,” like the formative ones Cobb gives in addition to Milestones. Kiel said those kinds of assessments give “more useful information about students for both teachers and parents.”

However, she added, “we believe the need to meet Federal comparability requirements make current efforts to replace the Milestones, unlikely.”

Yet Johnson is optimistic.

“I am hopeful. Milestones is a Georgia-based test that was an improvement over the test it replaced, which was not specific to Georgia Standards of Excellence,” he said. “We are hopeful the formative pilot project test will be a further improvement for testing, as well as a tool for teachers to help students learn in the process.”

Follow Thomas Hartwell on Twitter at twitter.com/MDJThomas.

2021 IADA Annual Performance Report

Putnam Consortium

2021 IADA Annual Performance Report

Grantee	Putnam Consortium
Contact Name	N/A
Contact Email	N/A
Year of Submission	2021

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;

2021 IADA Annual Performance Report

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 (2020-21). 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.

2021 IADA Annual Performance Report

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
August 2020 – May 2021	Monthly Putnam Consortium Innovative Assessment Team meetings via conference call	Completed	Navy Education and Consortium Team Leaders
August 2020 – May 2021	Field testing of Navy assessments	Completed	Navy Education
December 2020, Summer 2021	Technical Advisory Committee Meetings	Completed	GaDOE, Consortium Executive Team, Navy Education
June – Current	Quarterly Innovative Assessment Summit	Altered*	Consortium Leaders and Navy Education
June - August	Data Review and Standard Setting	In Progress	Navy Education and Consortium Participants

*Our original application planned for quarterly in-person meetings with district and school leaders with state funding; we instead held more regular, virtual meetings for 20-21 school year.

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 Navy 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 Navy assessment as part of the Putnam Consortium. Year 1 of the IADA pilot (2019-2020) was Year 4 of implementation of the Navy assessment system. During this 2019-2020 school year, 8% of school districts (n=15) utilized Navy as part of the Putnam Consortium. In light of the pandemic, participation decreased to 7.2% (n=13) in the 2020-2021 school year. We expect participation to resume increasing, as it was before the pandemic, by the 2022-2023 school year.

Though we expect participation to resume growth in later years, we maintained needed minimum sample sizes needed and the demographic diversity in our participating schools in 20-21 to collect meaningful data for examining the technical merit and comparability of Navy to the statewide assessment system in grades 3-8. High school courses will need larger samples collected in 2021-2022 school year. All analyses will be re-examined with 2021-2022 data, in light of the pandemic impact on 2019-2020 and 2020-2021 data.

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

- The list of LEAs that participated 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 was administered in 2020-21.
- The list of LEAs that will participate in the 2021-22 school year.
- For each participating LEA, the list of participating schools in 2021-22.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2021-22 (a sample of the data structure is provided below; if the list of participating LEAs and schools is long, it may be submitted as an attachment).

School Year	LEA Name	School Name	Grade(s) and Subject(s) in which the Innovative Assessment System was/will be Administered
2020-21	LEA 1	School A	
2020-21	LEA 1	School B	
2020-21	LEA 1	School C	
2020-21	LEA 2	School A	
2020-21	LEA 2	School B	
2020-21	LEA 2	School C	
2021-22	LEA 1	School A	
2021-22	LEA 1	School B	
2021-22	LEA 1	School C	
2021-22	LEA 2	School A	
2021-22	LEA 2	School B	
2021-22	LEA 2	School C	

Please see attachment titled ‘IADA Year 1, 2, and 3 Participation and School Demographic Information.xlsx’.
 One district is finalizing plans for 21-22 school year; in this case, we noted participation as the same as in 20-21.

2021 IADA Annual Performance Report

Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system. This information may come from the State's annual evaluation of its IADA assessment system. The information should include how data, feedback, evaluation results, and other information are used to improve the quality of the IADA assessment system (e.g., summary report of recommended changes from teachers/principals/school leaders, summary feedback from test administrator or scorer training, summary feedback from parent meetings).

District leaders provided feedback on how the Navvy assessment system be enhanced through monthly meetings with consortium teams (Navvy Leadership Team, Action Team, Math Team, ELA Team), through direct communication via the Navvy platform, and through one on one conversations with Navvy Education leaders. Three primary outcomes resulted from Navvy Education and Putnam Consortium's continuous improvement process:

- (1) District Level Reporting was enhanced.
- (2) Sample items were released for each standard.
- (3) Professional learning support was planned for 21-22.

(1) District Level Reporting was enhanced in 4 primary ways:

- The backend of district reports was re-engineered to compute and load district-level assessment results in real time at faster rates.
- Reports added data summaries disaggregated by key demographic variables at the district level.
- Standards-level competency reports were consolidated to a common dashboard with drill down features by school, teacher, section, standard, or school year.
- Visual displays were added to complement table displays.

(2) Navvy released a suite of Quick Checks, which are non-secure assessment items, for each standard. Quick Checks provided a key resource for practicing on- and off-grade skills necessary for reaching standards competency that could be administered remotely or in-person. Teachers utilized Quick Checks as the basis of class activities, assignments, or discussions. Additionally, these non-secure assessments illustrate the types of assessment items in Navvy, allowing teachers to see how various depths of knowledge and components of the standard are elicited via Navvy items. Districts reported reviewing and discussing these items as helpful time spent in teacher professional learning communities throughout the year.

(3) A primary need that is outside of the Navvy assessments themselves, yet integral to implementing an effective formative assessment process based upon Navvy results is answering "What next?" after identifying a group of students who have not yet reached competency of a standard. This was the single most often question asked of Navvy Education throughout the school year. In response, Navvy Education worked with school district leaders to design professional learning for the 21-22 school year that centered around answering this question with specific content standards.

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We found that typical professional learning opportunities tend to be general to the degree that they are applicable to multiple grade levels or even multiple subjects. These opportunities are not specific enough to support teacher implementation of standard-specific personalized learning. Thus, we planned a PL program for 21-22 that is specific enough to meet this need.

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.

Establishing annual summative determinations in the form of achievement levels for student performance is in progress. We are in progress establishing and vetting methodology for aggregating Navy competency profiles to achievement levels, based upon partial data collected in 19-20 and partial data collected in 20-21. Data from 19-20 was partial due to school closure in March 2020. Data from 20-21 is partial due to hybrid and remote schedules impacting the completeness with which schools could participate in Navy (i.e., impacting the percentage of standards for which students have a competency diagnosis). 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 Navy assessment system. In combining data across years, sufficient samples will be available to establish initial aggregate results and generate annual summative determinations for analysis purposes (not for reporting purposes); this approach will be re-examined with 21-22 data. Results from 21-22 will confirm or refine methodology to finalize the approach for generating annual summative determinations. Following generation of annual summative determinations, we will describe comparability of results with the existing state assessment system.

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 (2020-21).

Please see attachment titled 'IADA Year 1, 2, and 3 Participation and School Demographic Information.xlsx'.

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

School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2020-21	School A	All students				
2020-21	School A	Economically disadvantaged				
2020-21	School A	Major racial and ethnic groups in State (list by each group)				
2020-21	School A	Children with disabilities				
2020-21	School A	English learners				
2020-21	School B	All students				
2020-21	School B	Economically disadvantaged				
2020-21	School B	Major racial and ethnic groups in State (list by each group)				
2020-21	School B	Children with disabilities				
2020-21	School B	English learners				
2020-21	All Participating Schools	All students				
2020-21	All Participating Schools	Economically disadvantaged				
2020-21	All Participating Schools	Major racial and ethnic groups in State (list by each group)				

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School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2020-21	All Participating Schools	Children with disabilities				
2020-21	All Participating Schools	English learners				

III.B. For any schools or LEAs that will participate for the first time in the following year (2021-22), 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).

Fayette County high schools and Candler County’s middle school will participate for the first time in 2021-2022. Please see attachment titled ‘IADA Year 1, 2, and 3 Participation and School Demographic Information.xlsx’.

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

School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2021-22	School A	All students				n/a
2021-22	School A	Economically disadvantaged				n/a
2021-22	School A	Major racial and ethnic groups in State (list by each group)				n/a

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School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2021-22	School A	Children with disabilities				n/a
2021-22	School A	English learners				n/a
2021-22	School B	All students				n/a
2021-22	School B	Economically disadvantaged				n/a
2021-22	School B	Major racial and ethnic groups in State (list by each group)				n/a
2021-22	School B	Children with disabilities				n/a
2021-22	School B	English learners				n/a
2021-22	School C	All students				n/a
2021-22	School C	Economically disadvantaged				n/a
2021-22	School C	Major racial and ethnic groups in State (list by each group)				n/a
2021-22	School C	Children with disabilities				n/a
2021-22	School C	English learners				n/a
2021-22	School D	All students				n/a
2021-22	School D	Economically disadvantaged				n/a
2021-22	School D	Major racial and ethnic groups in				n/a

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School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
		State (list by each group)				
2021-22	School D	Children with disabilities				n/a
2021-22	School D	English learners				n/a
2021-22	All Participating Schools	All students				n/a
2021-22	All Participating Schools	Economically disadvantaged				n/a
2021-22	All Participating Schools	Major racial and ethnic groups in State (list by each group)				n/a
2021-22	All Participating Schools	Children with disabilities				n/a
2021-22	All Participating Schools	English learners				n/a

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IV: Consultation and Feedback

Describe feedback obtained during the reporting year (2020-21) 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.

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-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
<p><u>Consultation.</u> Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</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>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners</p> <p>Navvy Education and the 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>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.</p>	<p>Feedback from Stakeholders can be summarized under 5 main areas:</p> <ol style="list-style-type: none"> 1. Navvy supports a healthy student relationship with learning. Teachers, parents, and students appreciate shorter assessments and multiple opportunities to show what they know, without penalty for showing they have learned the standard on a later attempt instead of an earlier attempt. Students are motivated by earning the micro-certifications on their own dashboards and learn to take ownership of their learning by reviewing the feedback on each assessment. 2. Navvy is a helpful tool for teachers. Navvy results are specific enough to guide instruction, and the just-in-time nature of Navvy assessment administration and real-time nature of results enables teachers

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<p style="text-align: center;">Requirement</p>	<p style="text-align: center;">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-hand column).</p>	<p style="text-align: center;">Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).</p>
<p>(iv) Representatives of Indian tribes located in the State; (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and (vi) Civil rights organizations.</p>	<p>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 2 of the pilot.</p>	<p>to use the results to inform personalized learning and differentiated instruction.</p> <ol style="list-style-type: none"> 3. Navvy is a helpful tool for school and district leaders. Leaders are using Navvy results in real-time to tailor professional learning for teachers to the standards most challenging for students to learn. 4. Using Navvy is helping students learn. Teachers who utilize Navvy with fidelity claim it is a tool that is improving student achievement. 5. Implementing an effective, ongoing formative assessment process is challenging. Assessing standard-by-standard highlights how many standards there are and the time needed to address unfinished learning for each standard, for each child. 6. Having state-level rigorous assessments as part of everyday classroom practice highlights how challenging the standards are to learn and how many students need additional support to reach competency.

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	<p>Navvy 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, Navvy 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 Year 3 of the pilot, Navvy Education is currently pursuing additional collaboration with experts to implement the new professional learning sequence planned for the 21-22 school year.</p> <p>In Year 3 and 4 of the pilot, as outlined in the IADA application, the Putnam Consortium will pursue plans to partner with 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-</p>	<p>7. The security of the Navvy assessments requires significant confidence in Navvy from teachers, since they cannot view the items themselves yet are regularly acting upon the results.</p>

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	<p>recognized experts as needed for additional input, review, and evaluation to support continuous improvement.</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 2 of the pilot, and in the 2 years of Navy implementation prior to the pilot, school district leaders regularly engaged with and solicited feedback from the various constituencies</p>	

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	<p>represented in their school districts including 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</p>	

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	<p>collected from parents and students. Navvy regularly implements feedback from teachers.</p> <p>In Year 2 of the pilot, the Putnam Consortium continued individual district efforts to get input and feedback from students and parents and also created new outlets for sharing that feedback with each other and with Navvy Education. Four teams were established and met regularly throughout Year 2 of the pilot: the Navvy Leadership Team, Navvy Action Team, Navvy Math Team, Navvy ELA Team, described further in (ii) and (iii).</p> <p>In Year 3, we have further goals to document district interactions with advocacy organizations, as well as parents. We aimed to document these interactions in Year 2, but due to complexities brought on by the pandemic, we did not.</p> <p>In Year 3:</p> <ul style="list-style-type: none"> • The local LEAs will continue to work with advocacy organizations such as local PTAs and will document input and feedback from parents involved in these organizations. 	

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	<ul style="list-style-type: none"> • Navvy Education and the local LEAs will work involve parents in meetings. We would like to have 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). <p><i>ii. Teachers, principals, and other school leaders:</i></p> <p>Teachers and school leaders were actively involved in development and implementation of Navvy and the design of 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</p>	

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	<p>to be an on-going collaboration among teachers, school leaders, and district leaders to provide this solution.</p> <p>The Navy Action Team, Navy Math Team, and Navy ELA Team met every 4-6 weeks in Year 2 and the Navy Leadership Team met twice in Year 2 to share updates, to review plans, and to discuss decisions about the implementation of the Navy assessment system for both instructionally-relevant feedback and for accountability. The meetings were led by Dr. Laine Bradshaw of Navy Education and attended by school districts' leaders and stakeholders. See Appendix A Navy Team Agendas.pdf for meeting agendas.</p> <p>The Navy Leadership Team was established in year 1 of the pilot. For this team, 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.</p>	

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	<p>The Navy Action Team, Math Team, and ELA Teams were established in Year 2 of the pilot as part of our continuous improvement process. While the Navy Leadership team continued to meet as needed, we established these 3 additional teams to focus meetings and discussions more narrowly on topics closely related to participants' areas of interest and expertise.</p> <p>Each district was invited to have the following representatives on these teams:</p> <ul style="list-style-type: none"> • Superintendent, assistant superintendent(s), up to 3 principals for the Navy Leadership Team • 3 educators (possibly 3 teachers, or 2 teachers and 1 curriculum director) for the Navy Math Team • 3 educators (possibly 3 teachers, or 2 teachers and 1 curriculum director) for the Navy ELA Team • 2 leaders in curriculum and/or assessment for the Navy Action Team <p>The Navy Leadership teams meetings focused on policy discussions, communication and scaling strategies, implementation supports and strategies, and accountability designs. The Navy Math and</p>	

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	<p>English teams had conversations related to topics such as standards, assessment and item designs, and instructional supports aligned with standards. The Navy Action Team had 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 shared new updates and insights, and district team members gave input into Navy's design and practices and shared feedback with Navy leaders from their district's perspectives and experiences.</p> <p>Each district also has an internal process to facilitate a two-way line of communication between the Navy Teams and school leaders, to ensure school 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</p>	

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	<p>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 Navvy 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 Navvy development teams based on their expertise in content and pedagogy and their knowledge of the standards.</p> <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,</p>	

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	<p>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>Another opportunity that teachers and school leaders have for feedback is through follow-up trainings provided by Navvy Education. In Year 2, Navvy Education was able to say “yes” to all requests from school districts to come back and provide in-person training for additional personnel</p>	

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	<p>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 Navvy assessment system and its use for (a) supporting teaching and learning and (b) for fulfilling accountability needs.</p> <p>In addition to participating LEAs, Navvy Education held a virtual informational meeting and invited personnel from any LEA who is interested in learning more about the Navvy assessment system and joining the consortium. At this meeting, Navvy 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> <p>Next year</p> <p>During Year 3 of the pilot, the Navvy 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.</p>	

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	<p><i>iii. Local educational agencies (LEAs):</i></p> <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>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>	

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	<p>Next year</p> <p>During Year 3 of the pilot, Navy Education and the local LEAs will collaborate with advocacy groups by inviting representatives to join the Navy Team meetings. These teams will meet as described above, and feedback and input will be documented.</p> <p>We will seek to include representatives for Navy Team meetings 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>We aimed to do this in Year 2, but with remote meetings and additional supports provided in light of the pandemic, did not complete some Year 2 goals.</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-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	<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 invite representatives to join Navvy Team meetings, including representatives from 1 or more civil rights organizations that the GaDOE has established a 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.</p> <p>We aimed to do this in Year 2, but with remote meetings and additional supports provided in light of the pandemic, did not complete some Year 2 goals.</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-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
<p><u>Feedback on satisfaction with system. Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups</u> (1) teachers; (2) principals and other school leaders; and (3) parents.</p>	<p>As described in more detail above, feedback on satisfaction with the system was solicited in 3 primary ways:</p> <p style="padding-left: 40px;">(1) Direct interaction within the platform from teachers, principals, and school leaders.</p> <p>The Navvy platform contains a “Make a Suggestion” button on the dashboard that encourages teachers and leaders to submit suggestions for improvement or concerns.</p> <p style="padding-left: 40px;">(2) In regular Navvy Team meetings, teachers, principals, and school leaders were asked to share feedback directly with Navvy Education leaders.</p> <p style="padding-left: 40px;">(3) Each LEA facilitated communication with their parents, teachers, and leaders on the satisfaction with Navvy.</p>	<p>5 areas satisfaction is most often expressed:</p> <ol style="list-style-type: none"> 1. The time is saves districts in creating, administering, scoring, and reporting on assessments. 2. The value in feedback being trustworthy and specific. 3. The UI simplicity and ease of navigation within the platform. 4. The responsiveness of the Navvy team to questions and suggestions 5. Being a part of a group working towards improved assessment practices <p>Two areas of dissatisfaction were most often expressed:</p> <ol style="list-style-type: none"> 1. Needing a similar solution for all grades (especially grades 1 and 2) 2. Needing a similar solution for other subjects (especially science and social studies) <p>Most feedback from suggestions within the platform focused on ways the Navvy platform can be further enhanced for teacher and leaders’ day to day use (e.g., add a way to see a summary on a report, add a way to export a report, etc.).</p>

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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><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u></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>(2) IADA assessment development is guided by test specifications (e.g., purpose and intended uses; test format and length; info about content, psychometric characteristics of items and test; software and hardware requirements);</p> <p>(3) Descriptive information (e.g., feedback from item development reviews) and empirical evidence (e.g., item difficulty, item discrimination) that IADA item selection supports item specifications/blueprint;</p>	<p style="text-align: center;">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>The Navy assessment system is comprised of a network of assessments developed by Navy Education, LLC in collaboration with Georgia educational practitioners from the Putnam Consortium, assessment and psychometric experts, and content area experts.</p> <p>In Year 2, Navy assessments were provided for grades 3-8 in math and ELA and in the high school math and ELA courses that have a corresponding statewide assessment.</p> <p>Navy assessments produce competency profiles by standard for each student. A competency profile for a student indicates for each standard whether the student (a) demonstrated the competencies the standard requires or (b) did not demonstrate competencies required by the standard.</p> <p>Navy assessments were developed from a principled assessment approach, where three important understandings were carefully coordinated during the assessment design process: (a) the delineation of the construct (i.e., the skills, knowledge, and abilities required by the State’s academic standards), (b) the construction of questions to adequately elicit observable responses to as manifestations of the construct components, and (c) the specifications of psychometric models to aptly characterize the construct-response relationship.</p> <p>Navy assessments were designed to be comprised of items that are representative of the construct operationalized upon the requirements of a given State academic standard, in terms of (a) the</p>

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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>(4) Procedures to develop IADA item pool to support test specifications/blueprint (e.g., summary of crosswalk of item pool and test blueprint, algorithm used to select IADA items and how algorithm covers blueprint);</p> <p>(5) Summary of IADA item specifications, by subject and grade (e.g., standards or targets to be assessed; item types, response format, and scoring; cognitive complexity; level of difficulty; accessibility tools and features);</p> <p>(6) Qualifications of item writers and reviewers (e.g., content expertise, experience);</p> <p>(7) Instructions provided to develop and review IADA items, including instruction to align items to content standards, steps to ensure accessibility to students, and information about accessibility tools and features;</p> <p>(8) Procedures to ensure IADA items adhere to IADA item specifications/blueprint;</p> <p>(9) Procedures to ensure content accuracy of IADA items;</p> <p>(10) Procedures to ensure the technical adequacy of IADA</p>	<p>components of the construct that were essential to competency of the standard and the (b) depth of knowledge required by the standard.</p> <p>Navvy assessment development teams delineated each standard with respect to depth of knowledge (DOK) required to fulfill the requirements of the standard and with respect to components (constituent parts) of the standard. Then, the teams determined assessment blueprints based on depth of knowledge targets (e.g., Standard X will be assessed by 25-35% DOK 1 items, 35-50% DOK 2 items, and 15-25% DOK 3 items) and based on component targets (e.g., Standard X will be assessed by 30-40% Component 1 items and 60-70% Component 2 items).</p> <p>Navvy assessment blueprints are always available for open, on-going review by administrators and educators of the Putnam Consortium. Blueprints were readily accessible for all teachers and administrators who use Navvy, and educators were able to provide comment or critiques about blueprint specifications to administrators or directly to the Navvy team via the Navvy platform. Feedback provided was discussed with the Navvy assessment development teams in collaboration with stakeholders to make a determination regarding any adjustments made to blueprints.</p> <p>Alignment by Design: By design, the standard-by-standard Navvy assessment system provides a kind of comprehensive alignment to the Georgia Standards of Excellence. A traditional end of year state assessment uses item sampling to create forms that are guaranteed to represent standards over a single or multi-year rotation of forms. Item sampling for forms is guided by assessment blueprints. Navvy does not use an item-sampling approach to represent the standards. Instead, the Navvy system contains a complete assessment per standard for mathematics standards and for reading informational and reading literary standards in ELA. Writing standards W.1, W.2, and W.3 are the only exceptions to the non-sampling approach for assessing standards in Navvy: Students complete an extended written response for a randomly selected genre, and across students all genres are assessed each year. Language standards are also assessed via the extended written response, but they are not sampled by genre. They are measured for each genre.</p>

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<p>items (e.g., field and operational testing, thresholds for eliminating items, differential item functioning (DIF) analysis, statements that flagged items are appropriate for student subgroups);</p> <p>(11) Procedures to ensure IADA items elicit intended response processes (e.g., cognitive labs, think-aloud sessions);</p> <p>(12) Steps taken to consider potential bias in IADA items;</p> <p>(13) Steps taken to review IADA items for sensitivity and potential offensiveness (e.g., criteria for sensitivity, specifications and rules followed, list of sensitivity reviewers and expertise);</p> <p>(14) Procedures to ensure all major content domains or strands assessed by IADA assessment are aligned to the IADA test specifications/blueprint;</p> <p>(15) Process to reduce construct irrelevance (e.g., reduce inappropriate reading load, avoid use of idioms or culturally specific words).</p>	<p>Content Validity as Alignment Evidence: Ensuring the item measures what it is designed to measure ensures alignment of the item to the standard. Before an item becomes active in the Navy assessment system, a content expert has written the item a priori to measure the standard and a second content expert has confirmed that the item measures the standard. Items without approval are revised or removed. Consensus must be reached for an item to be eligible for administration. Any items flagged for review in data review will be additionally reviewed for alignment, clarity, and bias. Further, as part of the IADA pilot, the GaDOE will contract with an external vendor to provide an independent alignment study towards the end of the pilot.</p> <p>Ensuring Representativeness: Current state assessment blueprints ensure standards are adequately represented over administrations on a grade-level assessment. Navy has a blueprint per standard and ensures components of the standard are adequately represented over administrations for each standards-level assessment. Over administrations for a typical state assessment may mean across years or across forms in the same year. Over administrations for Navy means across multiple attempts to show competency of the same standard in the same year.</p> <p style="text-align: center;">Descriptive information and empirical evidence that IADA item selection supports item specifications/blueprint</p> <p>By design, items were written <i>a priori</i> to fulfill the target proportions specified by the blueprints. The alignment of item characteristics in the item bank is a first step in ensuring selected items support blueprints.</p> <p>Item selection as a second step comes into play for creating dynamic forms for each student assessment. Students may see different forms on their first, second, or third attempt to show competency of the standard. The item selection algorithm draws items for a dynamic form according to the blueprint optimize representation according to the blueprint component and cognitive rigor targets. The algorithm has been vetted to confirm it works accurately.</p> <p style="text-align: center;">Procedures to develop IADA item pool to support test specifications/blueprint</p>

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	<p>Experienced educators across Georgia who are experts in both content and pedagogy, who have significant experience as a classroom teacher, and who have extensive knowledge of the State’s standards served on item authoring teams for Navvy Education. Navvy Education provided necessary training in item writing and review practices and relevant assessment literacy for the team. Items were written according to assessment best practices which included utilizing Universal Design for Learning principles, ensuring construct representation, minimizing construct irrelevant variance, and attending to bias and sensitivity principles. The team of educators was comprised of master classroom teachers and of experts who have served in roles such as curriculum administrators in the GaDOE, curriculum directors at Regional Educational Service Agencies (RESA), and presidents of teacher organizations in Georgia.</p> <p>All individual items underwent content review to gather validity evidence based on test content through expert review (<i>Standards for Educational and Psychological Testing</i>; AERA, APA, & NCME, 2014). Reviewers sought to identify (a) systematic influences on the item response outside of the target construct, (b) ambiguities in wording or context that would confuse students or obfuscate the item’s intent, and (c) inappropriate levels of item difficulty for the target population. Reviewer feedback was used formatively to improve items, and reviewers worked collaboratively with authors in an iterative fashion to revise items and review them again until consensus is reached on the quality of the final version of the item.</p> <p style="text-align: center;">Summary of IADA item specifications, by subject and grade</p> <p>Navvy item specifications are at the standards-level. For all subjects and grades, exact item specifications by depth of knowledge and content components were provided for each standard in the original application and are summarized below.</p> <p>Each standard has cognitive demand targets (e.g., Standard X will be assessed by 25-35% DOK 1 items, 35-50% DOK 2 items, and 15-25% DOK 3 items) and component targets (e.g., Standard X will be assessed by 30-40% Component 1 items and 60-70% Component 2 items). These targets are ranges that</p>

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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>correspond to minimum and maximum percentages of the assessment items to be represented by the given cognitive demand or content component across all assessments over the standard (including multiple assessments completed by the same student). The cognitive demand framework used is Webb’s depth of knowledge framework. The content components are constituent parts of the standard, with each component being verbatim from the standards.</p> <p>Item types and response formats: The mathematics standards are measured with multiple choice (83-100% of items per standard) and multiple select items (0-17% of items per standard) that require selected responses. The reading informational and reading literary standards in ELA are measured with multiple choice items that require selected responses. The writing and language standards in ELA are measured with open-ended items that require extended writing responses.</p> <p>Item stem: Mathematics item stems are each independent, providing information via text, charts, tables, figures, equations, etc. as needed to provide necessary background to answer the item question. ELA items are based on 1-2 passages.</p> <p>Additional item specifications: Each item is written to measure one or more content components of the standard at a pre-specific depth of knowledge level according to Navy item writing guidelines. Item templates provide authors clear specifications.</p> <p style="text-align: center;">Instructions provided to develop and review IADA items</p> <p>Navy Education provided necessary training in item writing and review practices and relevant assessment literacy for the team. Training includes assessment best practices of utilizing Universal Design for Learning principles, ensuring construct representation, minimizing construct irrelevant variance, and attending to bias and sensitivity principles. Navy Education conducts both an internal and external review on each item.</p> <p>Once an author or external reviewer completes training, they are provided a checklist with each writing or reviewing assignment to ensure items are written and reviewed in accordance with the training. For math, these instructions are provided:</p>

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	<ul style="list-style-type: none"> • For each item, make sure the item measures: <ol style="list-style-type: none"> 1. the target standard 2. a meaningful part of the target standard (non-trivial) 3. a single standard 4. the target component(s) of the standard 5. the target depth of knowledge • For each item, make sure the item: <ol style="list-style-type: none"> 1. has clear and concise wording 2. has one answer this is correct, or correct number of correct answers for multiple select items 3. has incorrect options that are plausible and based on common misunderstandings students are likely to have related to the standard 4. follows Navy Item Writing Guidelines • For each item set, make sure the items in the set: <ol style="list-style-type: none"> 1. Contain variety to fully represent the breadth and depth of the standard with varied item features (values, figures, contexts, scenarios) • For each item you write, make sure the context: <ol style="list-style-type: none"> 1. Is accessible and does not require a student to need additional explanation or experience unrelated to the standard prior to the assessment 2. Is free of content that may create bias or be sensitive 3. Is free of unnecessary complexity or length 4. Contains values that are realistic or reasonable within the context <p style="text-align: center;">Procedures to ensure IADA items adhere to IADA item specifications/blueprint</p> <p>Item Bank Development All items are developed <i>a priori</i> to meet the diagnostic assessment design and blueprint needs. No items are being retrofitted. Each new item being developed fulfills a specific need specified by the item</p>

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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>specifications and blueprints. In the review process, an item may be determined to not meet an intended specification, but another specification. For example, an item written to measure Standard X and a DOK level of 2 may be determined to measure Standard X at a DOK level of 1.</p> <p>Item Selection during Assessment Delivery The item bank has a surplus of items that meet item specifications for a given standard. For each assessment, the item selection algorithm draws items according to the blueprint to ensure representation according to the blueprint component and cognitive rigor targets.</p> <p style="text-align: center;">Procedures to ensure content accuracy of IADA items</p> <p>As described in (3) and (5), items are authored by teaching and content experts, and content accuracy is verified through both an internal and external expert content review to gather validity evidence based on test content. Any item deemed to have content inaccuracy is either (a) removed, or (b) edited and placed back through internal and external review iteratively until it is removed or accepted.</p> <p style="text-align: center;">Procedures to ensure the technical adequacy of IADA items</p> <p>Additional internal validity evidence will be collected from psychometric analyses where hypotheses from content experts, authors, and reviewers about item alignment will be vetted empirically.</p> <p>Psychometric results on the strength of the construct-response relationships (informed by observed item statistics, estimated item parameters, model-data fit statistics, and differential item functioning) inform Data Review sessions. In Data Review sessions, a committee of teachers and content experts representing the Georgia schools will reviews of items and address item flags based on psychometric results. Items will be revised and re-piloted or removed from the assessment.</p> <p>Due to COVID-19, data review was not conducted with Year 1 data. Data review will be conducted by combining data in Year 1 and Year 2.</p>

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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 style="text-align: center;">Procedures to ensure IADA items elicit intended response processes</p> <p>Experienced educators who are experts in both content and pedagogy, who have significant experience as a classroom teacher, and who have extensive knowledge of the State’s standards served on item authoring teams for Navvy items. This expertise is the foundation upon which hypotheses about intended responses are based in the item design process.</p> <p>Evidence for these hypotheses about intended response processes is collected via our iterative development and review process of the items with additional teaching and content experts. For each item, reviewers must agree that with that the knowledge, skills, and abilities elicited by the item are both (a) those required by the standard and (b) are those requiring a specified level of cognitive process, or else the item does not enter the item bank.</p> <p>As a next step, we will collect additional evidence to support these hypotheses about intended response processes using methods such as interviews or think alouds.</p> <p style="text-align: center;">Steps taken to consider potential bias in IADA items</p> <p>Navvy Education provided training in item writing and review practices that included assessment best practices of utilizing Universal Design for Learning principles, ensuring construct representation, minimizing construct irrelevant variance, and attending to bias and sensitivity principles. Please see authoring and review process above.</p> <p>Empirical evidence regarding bias will be collected to ensure items do not systematically function differently for subgroups of students in a way that disadvantages one group of students over another. Navvy Education will conduct differential item functioning (DIF) analyses. During Data Review, items flagged by DIF results will be reviewed and revised or removed to eliminate bias to the greatest extent possible.</p> <p style="text-align: center;">Procedures to ensure all major content domains or strands align to the IADA test specifications/blueprint</p>

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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>The Navy assessment system conducts assessment and alignment at the standards-level and does not use domains or strands.</p> <p style="text-align: center;">Process to reduce construct irrelevance</p> <p>Navy Education provided training in item writing and review practices that included assessment best practices of ensuring construct representation and minimizing construct irrelevant variance. Please see authoring and review process above.</p> <p>In addition to the above activities, during the course of the IADA period, the GaDOE will hire an external evaluator to conduct an independent alignment study to provide additional standards-alignment evidence. Results of this study, and any modifications to the Navy assessments responsive to feedback, will be reported to USED upon completion. Additionally, the Georgia Innovative Assessment TAC will continue to review these procedures and findings at regular meetings.</p>

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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).

Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p><u>Innovative assessment system. A demonstration that the innovative assessment system does or will--</u></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 Navy 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 Navy 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>In Year 1 of the pilot, 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 & Composition, and American Literature & Composition, with the exception of the Writing and Language standards in ELA. These essay-based assessments measuring Writing and</p>	<p>Due to incomplete data from the 2019-2020 school year, we treated all assessments as a field test in 2020-2021 again.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	<p>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> <p>Thus, in Year 2 (2020-2021) of the pilot, Navvy 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 & Composition, and American Literature & Composition, including Writing and Language standards in ELA.</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	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>Maintained as in prior year: 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. Include:</p> <p>(1) Objective nature of IADA items machine scoring (e.g., scoring rule limits for number of errors, scoring rules for technology-enhanced score capture and validity checking, how artificial intelligence (AI) scoring engine is trained and its accuracy);</p> <p>(2) Procedures to transform raw IADA scores to scale scores (overall and by subtest);</p>	<p>No additional results for 2020-2021 to report.</p> <p>Generating annual summative determinations in progress. Comparability analyses will follow annual summative determinations.</p>	<p>Due to the pandemic, students were able to partially, but not completely participate in the innovative Navvy assessment system, due to hybrid and remote learning, as described in more detail above. Available data is being analyzed to inform annual summative determination methodology and will be confirmed with the 21-22 sample.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>(3) Description of IADA equating process (overall and, if appropriate, by subtest), including equating study design, statistical methods used and person parameters, overall information functions, size and relevant characteristics of examinee samples, characteristics of anchor items/test, and accuracy of equating functions;</p> <p>(4) Process to equate IADA scores across academic years;</p> <p>(5) IADA assessment form equivalence, by grade and subject (e.g., raw scores and p-values, standard error of measurement (SEM), dimensionality, test characteristic curve (TCC), test information function (TIF), conditional standard error of measurement (CSEM), score distributions);</p> <p>(6) Indication that the TCC or TIF for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest);</p> <p>(7) Indication that CSEM or SEM for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest) (e.g., CSEM for each IADA interim assessment and final assessment for the entire scale or at cut scores, overall estimate of test error);</p> <p>(8) Reliability estimates, including:</p> <ul style="list-style-type: none"> a. Some type of reliability estimate for entire IADA student population (e.g., alpha coefficient) b. Some type of reliability estimate for each reported IADA subgroup (e.g., alpha coefficient) 		

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>c. Decision consistency and accuracy reliability estimates of student classifications (based on IADA cut scores)</p> <p>d. Reliability estimates of correctly classified and incorrectly classified students</p> <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) State generates annual State, district, and school IADA assessment reports;</p> <p>(12) Annual IADA assessment reports include student performance related to content and knowledge of assessed standards (e.g., scale scores); academic content descriptions of what students can and cannot do using achievement level descriptors (ALDs), performance level descriptors (PLDs), content knowledge learning maps or networks (e.g., subscores); and information to facilitate interpreting results and addressing specific academic needs of students (e.g., itemized score analyses);</p> <p>(13) Annual IADA student assessment reports include indicator of annual IADA proficiency or summative achievement determination; indicators of annual student progress (e.g., subscores, ALDs or PLDs, learning maps); and indicators for identifying students not making progress (e.g., subscores on student report);</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>(14) Annual IADA school report includes summative achievement results disaggregated by important subgroups;</p> <p>(15) Annual IADA district and State reports, with both including summative achievement of annual progress for all IADA pilot students and for important IADA pilot student subgroups;</p> <p>(16) Expectations from State of timeline for releasing individual student IADA reports to schools and districts;</p> <p>(17) Expectations from State and district for delivering student IADA score reports to parents;</p> <p>(18) Procedures to protect security of IADA assessment personally identifiable information (e.g., staff procedures, letter to parents, scoring manual).</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 one of the following ways:</p> <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</p>		

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<p>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 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</p>		
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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>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>In addition to providing the information noted above, be sure to include the following information:</p> <p>(1) Evidence that IADA test results are comparable to those from the non-IADA system (e.g., provide within-grade IADA and non-IADA results for participating districts are comparable, student proficiency classification for IADA and non-IADA districts are comparable in terms of complexity included in each achievement level, comparability results align with expectations outlined in State’s theory of action);</p> <p>(2) Description of across-years scaling procedures to transform IADA raw scores to scale scores; and</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
(3) Description of across-years IADA equating process that includes design of equating study; statistical methods used and person parameter, and overall information functions; size and relevant characteristics of examinee samples; characteristics of anchor items/test; and accuracy of equating functions.		
<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>(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>No additional features for 2020-2021 to report. The Putnam Consortium continues to provide for the participation of all students in the Navy innovative assessment system in three main ways, as expounded on in the Year 1 report as summarized here: (1) the Navy assessment system is accessible for students with disabilities and English learners and (2) the Navy assessment system and assessment delivery platform provides appropriate accommodations as specified in a student’s Individualized Education Plan, and (3) Navy is inseparable from regular curriculum and instruction so all students will participate as a result of the regular teaching and learning cycle.</p>	<p>The Putnam Consortium budgeted for state-level financial support for Braille forms; funding not yet acquired for this purpose but will continue to be requested. Districts are currently supporting creation of Braille forms for students.</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	<p>Generating annual summative determination is in progress.</p> <p>As with Georgia’s current state-level testing, participating districts in the</p>	<p>The pandemic impacted participation to some degree. Available data is being analyzed to inform annual summative determination methodology and will be confirmed with the 21-22 sample.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>students, and 95 percent of students in each subgroup of 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>As in Year 1, 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>Generating annual summative determination is in progress.</p>	<p>The pandemic impacted participation to some degree. Available data is being analyzed to inform annual summative determination methodology and will be confirmed with the 21-22 sample.</p>
<p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and</p>	<p>Generating annual summative determination is in progress.</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
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);		
<p>(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--</p> <p>(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</p> <p>(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	Generating annual summative determination is in progress.	

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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 (2020-21) to implement the innovative assessment system, including the standard administration of the innovative assessments.

Requirement	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).
<p>Training. Evidence that the SEA or consortium provided training or instructions for standard administration of the innovative assessment system on each of the following activities:</p> <ol style="list-style-type: none"> (1) Standard procedures for administering the IADA assessments (e.g., manual, slides); (2) Administering IADA assessment supports and accommodations to students with disabilities; (3) Administering IADA assessment supports and accommodations to English learners; (4) Hand-scoring constructed responses or essays (e.g., results of exact, adjacent, and discrepant agreement; validity check results; number of read-behind flags); (5) Handling test irregularities during IADA assessment administrations (e.g., test security handbook, test security plan, reports of internal or independent monitoring procedures); (6) Conducting external reviewing of IADA items for potential bias (e.g., criteria for review, steps where potential bias is considered, review by external review committee); 	<p>Our training approach in Year 1 was successful and we continued our Year 1 model in Year 2.</p> <p>Training was provided in 4 forms: (a) Onboarding virtual training led by Navvy Education leaders, (b) virtual supplemental training led by Navvy Education leaders, (c) redelivery of training provided in (a) and (b) provided by district and school leaders to other leaders and teachers within their district, and (d) web-based training modules created by Navvy Education leaders and published for easy access on the Navvy platform.</p> <p>When a new district joins the consortium, Navvy Education leaders provide an onboarding training for that district that overviews the administration guidelines and regulations, as well as how to use the system more broadly.</p> <p>In addition to the Navvy onboarding training (see Appendix B Initial Training Agendas) which provides an overview of (1), (2), (3) (5) and (8) and directs districts towards the Navvy Educators Handbook (Handbook; see Appendix C) for more details on administration guidelines and regulations, each district implements local protocol that adheres to the Handbook and provides local training for teachers for (1), (2), (3), (5), and (8) to implement that local protocol in adherence to the Handbook. Every teacher and leader electronically agrees to follow the Handbook prior to being eligible to login to the Navvy platform.</p> <p>Navvy Education leaders were available for all supplemental training requests throughout the year. All additional trainings that were requested by districts were provided by Navvy Education in Year 2; requests did not exceed resources to provide for the need.</p>

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Requirement	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).
<p>(7) Reviewing IADA items for sensitivity and potential offensiveness (e.g., criteria for review, specifications and rules followed, list of reviewers and expertise);</p> <p>(8) Protecting IADA-related personally identifiable information (PII).</p>	<p>Navvy Education led regular meetings with four Teams: Navvy Leadership Team, Navvy Action Team, Navvy Math Team, and Navvy ELA. During these meetings, follow up questions about administration are encouraged. Outside of trainings and meetings, Navvy Education leaders and consortium leaders are available to answer as-needed questions for districts implementing Navvy.</p> <p>(4): School leaders or teachers are not involved in hand-scoring.</p> <p>Navvy Education provides training to all external reviewers for bias (6) and sensitivity (7). Trainings are conducted in small groups to new external reviewers.</p>

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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 (2020-21). 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.

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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
<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>When a new district joins the consortium, Navy Education leaders provide a training for that district to familiarize them with all the system and its implementation.</p> <p>District and school leaders redeliver training provided by Navy Education, as well as provide additional training on administration guidelines and regulations.</p> <p>Navy Education leaders and consortium leaders are available to answer as-needed questions for new districts implementing Navy.</p> <p>Navy Education provides video-based materials within the platform for how to use the system.</p> <p>Navy Education led regular meetings with four Teams: Navy Leadership Team,</p>	<p>All teachers who teach courses for the subjects and grades for which Navy is being used in the district are eligible for training.</p> <p>All school and district leaders having a role in implementing Navy or using Navy data to inform decision making are eligible for training.</p>	<p>Navy Education leaders work with district leaders to format the training according to their preferred professional learning delivery model.</p> <p>Some districts' models included having each teacher who would use Navy in the system attend the Navy-led face-to-face training.</p> <p>Other districts utilized models where Navy leaders provided training to a smaller set</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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
	<p>Navvy Action Team, Navvy Math Team, and Navvy ELA. During these meetings, follow up questions about Navvy and its goals, purposes, and uses were encouraged.</p>		<p>of leaders (district and school administrators including a selection of teachers) who then redelivered training to each teacher who would utilize the system.</p> <p>Each district ensures users (teachers and leaders) of the system in their district are provided the training needed.</p> <p>As a consortium, we did not track participation counts across member districts.</p> <p>We are currently determining as a consortium the best way to approach a certification of sorts for the current year (Year 3), where each district</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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
			certifies each teacher and leader using the Navvy platform has been trained.
(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>Each school district provided training on test security consistent with the Navvy Educator’s Handbook.</p> <p>Every teacher and leader agrees to following the Handbook prior to being eligible to login to the Navvy platform.</p>	<p>All teachers who teach courses for the subjects and grades for which Navvy is being used in the district are eligible for training.</p> <p>All school and district leaders having a role in implementing Navvy or using Navvy data to inform decision making are eligible for training.</p>	Each district ensures users (teachers and leaders) of the system in their district are provided the training needed beyond initial onboarding training.
(3) Training on providing accommodations for students with disabilities in the innovative 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	Each school district provided training on providing accommodations consistent with local practices and the Navvy Educator’s Handbook. The initial onboarding training demonstrates how to utilize the technology-based accommodations that require knowledge of the platform.	<p>All teachers who teach courses for the subjects and grades for which Navvy is being used in the district are eligible for training.</p> <p>All school and district leaders having a role in implementing Navvy or using Navvy data to</p>	Each district ensures users (teachers and leaders) of the system in their district are provided the training needed beyond initial onboarding training.

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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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
support participation of students with disabilities)		inform decision making are eligible for training.	
(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)	Each school district provided training on providing accommodations consistent with local practices and the Navvy Educator’s Handbook. The initial onboarding training demonstrates how to utilize the technology-based accommodations that require knowledge of the platform.	All teachers who teach courses for the subjects and grades for which Navvy is being used in the district are eligible for training. All school and district leaders having a role in implementing Navvy or using Navvy data to inform decision making are eligible for training.	Each district ensures users (teachers and leaders) of the system in their district are provided the training needed beyond initial onboarding training.
(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 pacing;	When a new district joins the consortium, Navvy Education leaders provide a training for that district on how to utilize Navvy data to inform instruction. District and school leaders redeliver training provided by Navvy Education as needed.	All teachers who teach courses for the subjects and grades for which Navvy is being used in the district are eligible for training. All school and district leaders having a role in implementing Navvy or using Navvy data to	Navvy Education leaders work with district leaders to format the training according to their preferred professional learning delivery model.

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<p style="text-align: center;">Training Topic</p>	<p style="text-align: center;">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, such as training slides, sections, or an entire manual).</p>	<p style="text-align: center;">Number of Eligible Participants by Type (teachers, principals, other school leaders).</p>	<p style="text-align: center;">Number of Actual Participants by Type (teachers, principals, other school leaders).</p>
<p>differentiating instruction; changing instructional strategies)</p>	<p>Navvy Education leaders and consortium leaders are available to answer as-needed questions.</p> <p>Navvy Education provides video-based materials within the platform for how to use the system.</p> <p>Navvy Education leaders led regular meetings with four Teams: Navvy Leadership Team, Navvy Action Team, Navvy Math Team, and Navvy ELA. During these meetings, on-going discussions about these topics took place.</p>	<p>inform decision making are eligible for training.</p>	<p>Some districts’ models included having each teacher who would use Navvy in the system attend the Navvy-led face-to-face training.</p> <p>Other districts utilized models where Navvy leaders provided training to a smaller set of leaders (district and school administrators including a selection of teachers) who then redelivered training to each teacher who would utilize the system.</p> <p>Each district ensures users (teachers and leaders) of the system in their district are provided the training needed.</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, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
(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)	<p>When a new district joins the consortium, Navy Education leaders provide a training for that district which overviews the plans for using Navy as an accountability system as well as a formative assessment system.</p> <p>In Navy Team meetings, accountability plans and uses of Navy are discussed.</p> <p>To date, Navy has not used an accountability system to provide annual summative determinations. Once Navy is, additional training will be provided.</p>	NA	NA
(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 any gaps between student subgroups)	<p>When a new district joins the consortium, Navy Education leaders provide a training for that district which overviews the plans for using Navy as an accountability system as well as a formative assessment system.</p> <p>In Navy Team meetings, accountability plans and uses of Navy are discussed.</p> <p>To date, Navy has not used an accountability system to provide annual summative determinations. Once Navy is, additional training will be provided.</p>	NA	NA

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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 (2020-21). 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.

SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System	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 [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description).
(1) Familiarize and acclimate students and parents to the IADA assessment system	<p>The Consortium Process: As in Year 1, each LEA utilized information from trainings and monthly Navy Leadership Team meetings to create parent/family and student communication. See sample family letter attached (Sample Parent Letter.pdf).</p> <p>Navy Education also provides a Student Handbook for each student. See letter to students on page 2 of Student Handbook attached (Student Handbook Letter from Navy.pdf).</p>
(2) Support and train LEA and school staff to implement the IADA assessment system and administer the IADA assessments	<p>The Consortium Process:</p> <ol style="list-style-type: none"> (1) Navy Education wrote and shared a letter to educational leaders to share Navy's goals, features, and expected outcomes as needed (see Navy Goals Features Expected Outcomes.pdf). (2) When a new district joins the consortium, Navy Education leaders provide a training for that district to familiarize them with all the system and its implementation as well as the Navy Educators Handbook.

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<p style="text-align: center;">SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System</p>	<p style="text-align: center;">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 [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description).</p>
	<ul style="list-style-type: none"> (3) District and school leaders redeliver training provided by Navy Education to additional LEA staff. (4) Navy Education leaders and LEA leaders met regularly via Navy Teams meetings (Leadership, Action, Math and ELA) to discuss the Navy assessment system features and its implementation. (5) Navy Education leaders and consortium leaders are available to answer as-needed questions by fellow district leaders. (6) Navy Education provides video-based materials for LEA staff within the platform for how to use the system. (7) Upon request, Navy Education create a handout to describe the difference in Navy and DRC’s BEACON, which the GA DOE provided to school districts for free in 20-21 school year. (See Navy Comparison with Beacon and Interims.pdf) (8) Upon request, Navy Education created a one-page handout to describe Navy for state policy makers. (See Navy Assessment System One Pager.pdf)

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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 (2020-21). 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.

Navy is distinct from other psychometrically-supported assessment systems in that it provides more detailed information about what students have learned. In comparison to typically provided grade-level or domain-level information, Navy's standards-level information is a smaller grain size of information that allows new questions to be asked and answered to navigate student learning. In other words, Navy's reporting category is at the standard-level instead of domain- or grade-level, and this grain size of information supports new ways teachers and leaders can use assessment results.

Below we share example questions leaders and teachers use Navy data to answer both throughout the year for real-time decision-making and at the end of the year for school improvement planning. Questions marked with an asterisk (*) can be asked and answered once Navy has been used in a district for more than one school year. Once Navy is used in lieu of the current state assessment system, questions marked with two asterisks (**) will be able to be asked and answered.

We did not track percentages of teachers and leaders utilizing Navy results in this way. From extensive conversations and close collaboration as a consortium, we have a shared understanding of the following uses of Navy data and plans for using Navy data:

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District and school administrators use Navvy data to answer questions such as the following:

- On which standards should district-level or school-level instructional professional learning for teachers be targeted to help increase student learning?
 - Example: Which 3 math standards are most challenging for the 4th grade students in our district?
 - Example: Which 3 ELA standards are most challenging for the 9th grade students in our school?
- How can we leverage instructional expertise within our district or school to support learning challenging standards?
 - Example: In my district, which school is having the greatest success in teaching these 3 most challenging standards? Can they offer insights for professional development for teachers in other schools?
 - Example: Which teacher is having the greatest success in teaching these 3 most challenging standards? Can they offer insights for professional development for other teachers?
- How is student learning progressing across the year?
 - Example: What % of standards have students learned by October? Is that on pace with last year, or ahead of pace?*
 - Example: What % of standards have students learned by December? Is that on pace with last year, or ahead of pace?*
 - Example: What % of students in February have already met the standard competency % threshold to be classified as at least Proficient at the end of the year?***
 - Example: What % of students in January are on-track to be classified Proficient at the end of the year?***

Teachers use Navvy dashboards and reports to answer questions such as these:

- On which standards are my class struggling with as a whole?
 - Are students in other classes in my school also struggling to learn these standards? Is there another teacher having success in teaching this standard I can talk with?
 - Which part of the standard are students struggling with the most?
- For each standard, which of my students need additional support to learn the standard? (Making meaningful groups for differentiated instruction)
- For each student, which standard do they need support with the most? (Personalize instruction for each student)
- How many, or which, additional standards does this student need to learn to be classified as Proficient at the end of the year?***
- For each student, which prior grade(s) standard(s) are they unfinished learning and need additional support to learn?*

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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 (2020-21), or any changes anticipated in the future.

No changes were made in Year 2; no changes are planned for Year 3.

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.

As 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 regular Navvy Team meetings, Navvy Education and consortium leaders provided information as needed to facilitate district leaders' communication to stakeholders in their district including parents.

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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.

XI: Budget

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

No changes have been made in the planned budget.

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:

[Click here to enter text.](#)

[Click here to enter text.](#)

Signature:

Date (*month/day/year*):

[Click here to enter text.](#)

Putnam Consortium Appendices

System Name	School Name	19-20 Participation	20-21 Participation	21-22 Participation	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	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	731	0	0	43	11	3	42	89	9.7	9	D	61.9	48.5	68.4
Ben Hill County	Ben Hill Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	775	1	0	45	12	3	39	89	11.7	4	F	64.3	67.7	59.1
Ben Hill County	Fitzgerald High School College and Career Academy	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	845	1	0	44	15	3	37	65	14.6	1	D	65.2	59.8	62.5
Calhoun City	Calhoun Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	199	0	0	94	4	2	1	100	11.1	0	F	75.5	82.4	49.3
Calhoun City	Calhoun High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	192	0	0	96	3	0	1	100	7.8	0	D	76.8	74.7	67.7
Calhoun City	Calhoun Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	129	0	0	92	6	0	2	100	7.1	0	F	63.4	68.4	52.4
Candler County	Metter Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1017	1	0	27	21	4	47	90	15.9	4	D	63.7	72.8	64.6
Candler County	Metter Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	557	1	0	31	22	3	43	90	13.7	3	D	69.9	70.6	60.9
Chattooga County	Chattooga High School	Math, All eligible grades	Math, All eligible grades	Math, All eligible grades	776	0	0	8	6	5	80	68	18.9	1	C	70.2	71.3	78.8
Cook County	Cook Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	760	1	0	32	11	3	53	83	12.8	7	D	58.8	62	69.7
Cook County	Cook Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	807	1	0	33	11	3	52	67	14	7	C	74.5	71.2	79.8
Dougherty County	Albany Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1076	0	0	93	2	1	4	100	14.2	1	D	67.2	53.4	61
Dougherty County	Alice Coachman Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	536	0	0	94	1	1	5	100	11.3	0	F	50.7	47.5	57.7
Dougherty County	Dougherty Comprehensive High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1166	0	1	90	4	2	3	100	11.1	2	D	60.9	71.5	62.2
Dougherty County	International Studies Elementary Charter School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	429	1	0	71	21	1	5	100	7.6	18	C	76.1	82.6	73.7
Dougherty County	Lake Park Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	597	2	0	49	3	6	40	100	7.4	3	C	74.3	88.8	76.2
Dougherty County	Lamar Reese Magnet School of the Arts	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	424	0	0	99	0	1	0	100	6.2	0	D	65.5	73.5	66
Dougherty County	Lincoln Elementary Magnet School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	596	0	0	96	1	1	2	100	1.6	1	C	72.9	83.2	78.6
Dougherty County	Live Oak Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	768	0	0	89	3	3	5	100	10.7	3	D	50.1	67.2	67.8
Dougherty County	Martin Luther King, Jr. Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	505	0	0	96	0	2	2	100	10.9	0	F	56.5	51	45.9
Dougherty County	Merry Acres Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	830	0	0	92	1	2	5	100	15.4	1	D	62.8	66	64.6
Dougherty County	Monroe Comprehensive High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1155	0	0	96	1	1	1	100	13.5	1	D	72.2	62.2	64.8
Dougherty County	Morningside Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	444	0	0	93	3	1	3	100	9	2	D	55.6	65	62.9
Dougherty County	Northside Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	375	0	0	91	0	3	6	100	22	0	D	53.2	58.8	63.8
Dougherty County	Radium Springs Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	551	0	0	80	10	4	7	100	12.6	7	C	65.6	67.9	70.6
Dougherty County	Radium Springs Middle Magnet School of the Arts	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	962	0	0	90	7	1	2	100	15.4	6	F	52.9	49.2	48.9
Dougherty County	Robert A. Cross Middle Magnet School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	712	1	0	85	5	2	7	100	0.7	3	A	101.5	84.2	94.5
Dougherty County	Robert H Harvey Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	646	0	0	98	0	1	1	100	8	0	F	54.9	62.2	50.2
Dougherty County	Sherwood Acres Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	647	1	0	84	5	3	7	100	13	4	C	61.2	68.8	75.5
Dougherty County	Turner Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	497	0	0	88	7	2	3	100	15.3	6	D	52.2	70	64.2
Dougherty County	West Town Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	435	0	0	99	0	1	0	100	15.6	0	D	63.8	72.2	67.8
Dougherty County	Westover Comprehensive High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1398	1	0	87	2	2	8	100	8.7	1	C	69.9	68.3	75.3
Echols County	Echols County Elementary/Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	622	0	1	3	47	1	48	91	8	30	B	74.1	77.1	81.3
Echols County	Echols County High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	233	0	2	2	38	2	55	91	6.9	10	C	86.2	72.9	72.3
Emanuel County	Emanuel County Institute	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	638	1	0	29	4	3	63	87	10.8	1	B	63.6	77.8	81.6
Emanuel County	Swainsboro Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	714	1	0	47	9	4	39	87	15.4	7	D	58.2	62	62.7
Emanuel County	Swainsboro High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	769	1	0	47	8	2	41	87	16	1	C	78.4	67.3	75
Emanuel County	Swainsboro Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	767	1	0	46	10	2	40	87	20.5	4	F	58.9	67	56
Emanuel County	Swainsboro Primary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	706	1	0	45	10	3	41	87	10.8	8	D	-	49.5	66.7
Emanuel County	Twin City Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	542	0	0	30	5	3	63	98	12.9	2	F	71.1	76.3	58.8
Fayette County	Braelinn Elementary School	Math, Grade 4			537	6	0	4	6	4	79	4	10.3	3	A	86.7	93.7	92.2
Fayette County	Cleveland Elementary School	Math, Grade 4			461	6	0	41	19	8	26	44	10.5	11	C	77	69.2	79.8
Fayette County	Crabapple Lane Elementary School	Math, Grade 4			628	4	0	15	9	6	65	13	8.8	7	B	87.8	78.9	87.8
Fayette County	Fayette County High School		Math, All eligible grades		1425	7	0	60	13	6	14	40	12.3	3	C	82.9	81.6	76
Fayette County	Fayetteville Elementary School	Math, Grade 4			501	3	0	59	16	6	15	50	9.2	6	C	81.9	68.2	79.7
Fayette County	Huddleston Elementary School	Math, Grade 4			631	6	1	5	19	8	62	25	8.9	14	A	90.6	83.1	94.8
Fayette County	Inman Elementary School	Math, Grade 4			663	2	0	27	10	9	52	25	10.1	4	C	80	86.7	79.1
Fayette County	Kedron Elementary School	Math, Grade 4			690	19	1	18	12	5	45	18	7.5	15	B	95.8	95.5	87.2
Fayette County	McIntosh High School		Math, All eligible grades		1783	11	0	10	12	5	62	10	7.2	4	A	99.9	97	95.1
Fayette County	North Fayette Elementary School	Math, Grade 4			700	4	0	64	16	7	8	57	7.4	11	B	78.3	82.8	86.3
Fayette County	Oak Grove Elementary School	Math, Grade 4			511	14	0	14	14	7	51	20	9.2	13	A	93.9	83.4	96
Fayette County	Peachtree City Elementary School	Math, Grade 4			500	20	0	10	10	4	56	11	10.6	16	A	96.7	91.7	93
Fayette County	Peeples Elementary School	Math, Grade 4			777	5	0	5	9	4	78	7	11.4	4	A	91.5	83.3	92.3
Fayette County	Robert J. Burch Elementary School	Math, Grade 4			621	2	0	45	27	7	18	49	11.4	19	B	86.2	82.3	83.6
Fayette County	Sandy Creek High School		Math, All eligible grades		1207	3	0	60	16	4	17	36	12.5	4	C	86.4	83.6	77.3
Fayette County	Sara Harp Minter Elementary School	Math, Grade 4			757	4	1	18	10	7	60	13	10.8	3	B	91	85.6	85.1
Fayette County	Spring Hill Elementary School	Math, Grade 4		Math and ELA, All eligible grades	752	5	0	52	18	8	17	60	9.2	11	C	88.6	81.7	74.8
Fayette County	Starrs Mill High School		Math, All eligible grades		1410	6	0	10	8	3	72	5	7.7	2	A	-	-	92.1
Fayette County	Whitewater High School		Math, All eligible grades		1473	4	0	20	8	5	63	15	8.4	1	A	89.8	88.1	90
Floyd County	Alto Park Elementary School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	454	1	0	7	38	7	47	77	15.4	31	D	74.9	70.6	67.4
Floyd County	Armuchee Elementary School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	409	2	0	6	6	6	80	44	17.6	5	B	77	83.2	83.6
Floyd County	Armuchee High School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	531	1	0	3	4	3	89	37	12.6	1	C	96.7	87	78
Floyd County	Armuchee Middle School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	495	2	0	4	7	4	83	47	18.5	3	B	82.3	59.4	84.1
Floyd County	Cave Spring Elementary School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	255	1	0	5	4	4	86	66	12.4	2	C	55.8	79.7	73.3
Floyd County	Coosa High School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	689	1	0	13	20	6	60	57	13.9	3	C	73.8	75.5	74.9
Floyd County	Coosa Middle School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	691	1	0	9	25	4	60	73	12.6	14	D	63.5	77.8	66.5
Floyd County	Garden Lakes Elementary School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	634	1	0	11	17	5	66	68	13.7	14	B	77.2	79.8	82.4
Floyd County	Glenwood Primary School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	443	1	0	6	5	4	83	42	13	3	B	-	78.3	89.1
Floyd County	Johnson Elementary School	Math, All eligible grades	Math, All eligible grades	Math and ELA, All eligible grades	529	0	0	7	4	4	85	35	14.9	1	A	84.2	87.2	93.2
Floyd County	Model Elementary School	Math, All																

Liberty County	Lewis Frasier Middle School	Math and ELA, All eligible grades		910	2	0	53	16	9	20	75	15	5	C	80.7	72.5	75.5	
Liberty County	Liberty Elementary School	Math and ELA, All eligible grades		794	0	0	40	7	8	44	69	13.6	0	B	79.2	79.4	80.8	
Liberty County	Lyman Hall Elementary School	Math and ELA, All eligible grades		692	2	0	60	12	11	14	82	14.7	0	D	60.5	67.3	67.6	
Liberty County	Midway Middle School	Math and ELA, All eligible grades		858	1	0	41	12	7	38	64	13.5	1	C	76.5	79	79.4	
Liberty County	Snelson-Golden Middle School	Math and ELA, All eligible grades		850	2	1	61	12	9	15	80	13.6	0	D	68.5	68.6	67.4	
Liberty County	Taylor Creek Elementary School	Math and ELA, All eligible grades		820	1	0	45	16	11	26	63	11.4	4	C	82.6	79.3	72.4	
Liberty County	Waldo Pafford Elementary School	Math and ELA, All eligible grades		767	3	0	52	19	9	17	65	10.6	1	C	66.2	80	72.4	
Mitchell County	Mitchell County Elementary School	Math and ELA, All eligible grades		332	0	0	82	11	0	7	100	8.9	7	F	51.6	57.9	47.2	
Mitchell County	Mitchell County High School	Math and ELA, All eligible grades		449	0	0	83	8	2	7	100	11	2	F	62.8	53.8	59.2	
Mitchell County	Mitchell County Middle School	Math and ELA, All eligible grades		365	0	0	85	8	3	4	100	11	4	F	73.3	62.6	49.8	
Mitchell County	Mitchell County Primary School	Math and ELA, All eligible grades		214	1	1	82	8	3	6	100	7.9	7	F	-	68.9	37.1	
Peach County	Byron Elementary School	Math and ELA, All eligible grades		671	1	0	28	9	5	56	75	10.4	5	C	72.7	60.9	73.7	
Peach County	Byron Middle School	Math and ELA, All eligible grades		466	0	0	32	9	3	55	75	13.9	5	B	86.8	83.1	88.3	
Peach County	Fort Valley Middle School	Math and ELA, All eligible grades		457	0	0	67	23	2	8	75	12.1	12	D	67.6	63.8	67.3	
Peach County	Hunt Elementary School	Math and ELA, All eligible grades		689	0	0	79	12	3	6	75	7.8	9	D	51.6	61.7	64.7	
Peach County	Kay Road Elementary School	Math and ELA, All eligible grades		584	1	0	44	21	5	28	75	13.6	14	F	55.4	57.5	53.8	
Peach County	Peach County High School	Math and ELA, All eligible grades		1025	1	0	52	16	3	28	75	12.9	4	C	96	72.3	76.4	
Putnam County	Putnam County Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	726	0	0	35	19	4	41	98	14.1	14	F	70.6	70.6	58
Putnam County	Putnam County High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	818	1	0	35	12	4	48	98	17.7	4	D	82.7	74.6	69.9
Putnam County	Putnam County Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	766	1	0	36	17	4	43	98	18.2	10	F	77.9	69.3	54.2
State Charter Schools-	Scintilla Charter Academy	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	601	1	0	33	4	6	56	39	11.7	0	F	67.3	66.8	59.7
State Charter Schools I	Statesboro STEAM Academy	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	185	1	0	27	3	3	65	68	22.8	0	B	69.8	70.1	82
Troup County	Berta Weathersbee Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	304	0	0	88	4	3	4	94	9	1	D	47.3	64	69.4
Troup County	Callaway Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	647	4	0	50	8	4	34	79	10.2	6	D	71	70.7	62.1
Troup County	Callaway High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	885	2	0	46	5	5	41	58	8.1	2	C	67	68.5	73.5
Troup County	Callaway Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	812	1	0	50	7	5	36	75	9.6	4	F	59.3	53.6	57.1
Troup County	Clearview Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	660	3	0	66	8	3	20	95	11.7	6	F	-	-	55.2
Troup County	Ethel W. Kight Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	631	1	0	67	13	7	12	94	14.7	12	D	73.2	56.7	69.2
Troup County	Franklin Forest Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	779	4	0	55	14	5	23	95	7.9	11	C	64.8	66.9	79
Troup County	Gardner Newman Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1061	2	0	48	10	4	35	65	11.2	9	D	64.5	59.6	64.2
Troup County	Hillcrest Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	333	8	0	10	4	3	75	47	11.3	7	C	79.7	69.6	78
Troup County	Hogansville Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	461	0	0	32	8	7	52	92	13.3	4	C	56.9	47.6	71.3
Troup County	Hollis Hand Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	577	3	0	23	11	3	60	55	11	8	C	86.8	84.5	76.4
Troup County	LaGrange High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1261	3	0	43	10	3	40	54	9.3	5	C	78	74.8	76.8
Troup County	Long Cane Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	540	2	0	13	4	4	77	56	10.7	3	B	64.3	78.4	86
Troup County	Long Cane Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1119	1	0	39	5	5	50	66	10.1	3	C	64.8	62	73
Troup County	Rosemont Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	520	4	0	10	2	6	78	42	9.3	3	B	79.4	73	83.4
Troup County	Troup County Comprehensive High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	1366	2	0	36	4	4	55	50	9.1	1	C	72.4	64.4	70
Troup County	West Point Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	364	1	0	60	2	3	33	92	13.2	1	D	74.8	66.1	65.9
Vidalia City	J. R. Tripple Middle School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	665	1	0	48	7	4	40	93	11.8	2	D	70.9	65.7	66.8
Vidalia City	Sally Dailey Meadows Elementary School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	772	0	0	53	8	5	33	93	10.3	3	F	58.6	58.2	57.7
Vidalia City	Vidalia Comprehensive High School	Math and ELA, All eligible grades	Math and ELA, All eligible grades	Math and ELA, All eligible grades	770	2	0	45	6	3	44	53	11.8	1	C	78.1	67.2	77.4

Navy Math Team



AGENDA

October 27, 2020

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Updates on Navvy

- Solution for identifying unfinished learning/gaps
- Innovative Assessment Pilot

Topic 2: Navvy Pro Tip: Quick Check and Viewing Results

- Quick Check design
- Detailed reported and item analysis results
- How are you using Quick Checks?

Topic 3: Writing DOK 3 Questions

- Depth of Knowledge
- Approaches for writing multiple choice
- Approaches for writing non-routine problems
- Why write higher order thinking problems?

Topic 4: Open Discussion

- Implementation
- Data Use for Informing Instruction
- Assessment Design
- Other

Navvy ELA Team



AGENDA

October 28, 2020

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Updates on Navvy

- Solution for identifying unfinished learning/gaps
- Innovative Assessment Pilot

Topic 2: Navvy Pro Tip: Quick Check and Viewing Results

- Quick check design
- Detailed reported and item analysis results
- How are you using Quick Checks?

Topic 3: Extending Quick Checks for Instruction in the Classroom

- After a Quick Check, how else may we use the passage and material?

Topic 4: Open Discussion

- Implementation
- Data Use for Informing Instruction
- Assessment Design
- Other

Navy Action Team



AGENDA

October 26, 2020

10:00 a.m. – 11:00 a.m.

Welcome to the conference call!

Topic 1: Updates on Navvy

- Solution for identifying unfinished learning/gaps
- Timeline

Topic 2: Navvy Pro Tips

- Quick Checks and viewing results
- District and school level reporting
- Learning Map

Topic 3: Implementation

- Implementation plans and sample plans
- Discussion

Topic 4: Open Discussion

- Data Use for Informing Instruction
- Assessment Design
- Other

Navvy Math Team



AGENDA

November 10, 2020

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Navvy Pro Tip

- Standards charts
- Displaying all standards on the same page

Topic 2: Implementation

- Approaches in your school and classroom

Topic 3: Focus Topic Continued: Writing DOK 3 Questions

- Depth of Knowledge
- Approaches for writing multiple choice questions that elicit higher order thinking
- Approaches for non-routine problems
- Why write higher order thinking problems?

Topic 4: Open Discussion

- Implementation questions
- Using data to inform differentiated learning
- Assessment design
- Other

Navvy ELA Team



AGENDA

November 11, 2020
2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Navvy Pro Tips

- Standards chart
- Assessing teaching material

Topic 2: Implementation

- Approaches in your school and classroom

Topic 3: Focus Topic: Extending Quick Checks for Instructions

- Understanding a standard and how it's assessed in Navvy (8th grade RL 3)
- Developing question sets
- Teaching materials for this standard

Topic 4: Open Discussion

- Implementation questions
- Using data to inform differentiated learning
- Assessment design
- Other

Navy Action Team



AGENDA

November 16, 2020

10:00 a.m. – 11:00 a.m.

Welcome to the conference call!

Topic 1: Navy Pro Tips

- Standards chart
- Displaying all standards on the same page

Topic 2: Sharing Data

- What to share?
- How to upload files to Navy
- Other uploads

Topic 3: Implementation

- Approaches in your district

Topic 4: Open Discussion

- Implementation questions
- Interpreting data from reports
- Assessment design
- Other

Navvy Math Team



AGENDA

December 8, 2020

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Focus Topic: Navvy Assessment Blueprints

- Navvy assessment targets represent
 - Rigor by DOK
 - Content by Components
- Targets set by what the standards require
 - Focusing on heart of the standard
- Detailed, transparent assessment blueprints for each standard
- Detailed feedback by components and DOK levels for each student

Topic 2: Open Discussion

- Implementation questions
- Acting upon data
- Assessment features
- Other

Navvy ELA Team



AGENDA

December 9, 2020

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Focus Topic: Navvy Assessment Blueprints

- Navvy assessment targets represent
 - Rigor by DOK
 - Content by Components
- Targets set by what the standards require
 - Focusing on heart of the standard
- Detailed, transparent assessment blueprints for each standard
- Detailed feedback by components and DOK levels for each student and class

Topic 2: Focus Topic: Strategy

- Keep the knowing going!

Topic 3: Open Discussion

- Implementation questions
- Acting upon data
- Assessment features
- Other

Navy Action Team



AGENDA

December 8, 2020

10:00 a.m. – 11:00 a.m.

Welcome to the conference call!

Topic 1: Navy Pro Tips

- Admin accounts
- Writing

Topic 2: Sharing Data

- How to share data?
- What to share?

Topic 3: Implementation Discussion

- Approaches!
- Challenges!
- Questions!

Topic 4: Open Discussion

- Supporting teachers to act upon data
- Assessment features
- Other

Navvy Math Team



AGENDA

January 26, 2021

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Focus Topic: Exploring a Standard

- Components identified in Navvy
- Depth of knowledge level
- Quick Checks

Topic 2: Open Discussion

- Implementation
- Using Navvy data
- Navvy assessment design
- Other

Navvy ELA Team



AGENDA

January 20, 2021

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Focus Topic: Navvy Writing Assessment

- Overview--Summative and Formative
- Which standards assessed?
- Writing check results: standards level
- Writing results: additional detail/feedback
- Standards-level rating examples
- How can we help our students?

Topic 2: Open Discussion

- Implementation
- Using Navvy data
- Navvy assessment design
- Other

Navy Action Team



AGENDA

January 21, 2021

10:00 a.m. – 11:00 a.m.

Welcome to the conference call!

Topic 1: District and School Level Reporting

- Standards-level results
- Pin-pointing where learning gains are needed

Topic 2: Additional Administrator Reports

- District standards charts
- School standards charts

Topic 3: Navy Writing Checks

- Overview--Formative and Summative
- Writing implementation
- Writing checks
- Writing standards assessed
- Writing results with detailed feedback

Topic 4: Open Discussion

- Implementation for new semester
- Supporting teacher implementation
- Other

Navy Leadership Team



AGENDA

February, 2021

10:00 a.m. – 11:00 a.m.

Welcome to the conference call!

Topic 1: Update on Pilot

- TAC meetings
- Data sharing
- Accountability approach

Topic 2: Update on Navy

- Navy Teams
- Newer features
 - Learning Map
 - District and school-level reporting
 - Administrator reports
- Materials to share

Topic 3: Open Discussion

- Supporting implementation
- Data and reporting needs
- Professional learning needs
- Other

Navy Math Team



AGENDA

March 23, 2021

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Updates

- New features in platform

Topic 2: Navy Reports

- Student dashboard and use
- Teacher dashboard and use

Topic 3: Open discussion

- Sharing experiences
- Suggestions for enhancements/improvements
- Other

Navvy ELA Team



AGENDA

March 24, 2021

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Updates

- New features in platform

Topic 2: Navvy Reports

- Student dashboard and use
- Teacher dashboard and use

Topic 3: Open discussion

- Sharing experiences
- Suggestions for enhancements/improvements
- Other

Navy Action Team



AGENDA

March 24, 2021

10:00 a.m. – 11:00 a.m.

Welcome to the conference call!

Topic 1: Updates

- Pilot
- New features in platform

Topic 2: Navy Reports

- Student
- Teacher
- Leader
- Suggestions for additions?

Topic 3: Open discussion

- Sharing experiences
- Other

Navy Leadership Team



AGENDA

May 10, 2021

11:00 a.m. -- 12:00 p.m.

Welcome to the conference call!

Topic 1: Updates on State Innovative Assessment Pilot

- Approvals
- New members
- Next steps

Topic 2: Navy Implementation

- Approaches
- Challenges
- Next Steps

Topic 3: Navy Data Insights from the Year

- Report features
- Sample insights

Topic 4: Open discussion

- Innovative Pilot
- Data and reporting needs
- Professional learning needs
- Next steps
- Other

Navy Math Team



AGENDA

May 10, 2021

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Updates and Upcoming Opportunities

- Assessment design training
- Item writing training
- Summer opportunities

Topic 2: Navy Data Insights

- How can we use Navy to identify gaps?
- How can we use Navy data to inform next year?

Topic 3: Looking to Next Year

- Implementation Support and Personalized Learning Support
- Suggestions for continuous improvement

Navy ELA Team



AGENDA

May 13, 2021

2:30 p.m. – 3:30 p.m.

Welcome to the conference call!

Topic 1: Updates and Upcoming Opportunities

- Assessment design training
- Item writing training
- Summer opportunities

Topic 2: Navy Data Insights

- How can we use Navy to identify gaps?
- How can we use Navy data to inform next year?

Topic 3: Looking to Next Year

- Implementation Support and Personalized Learning Support
- Suggestions for continuous improvement

Navy Action Team



AGENDA

May 10, 2021

10:00 a.m. – 11:00 a.m.

Welcome to the conference call!

Topic 1: Updates and Upcoming Opportunities

- Assessment design training
- Item writing training
- Summer opportunities

Topic 2: Navy Data Insights

- How can we use Navy to identify gaps?
- How can we use Navy data to inform next year?

Topic 3: Looking to Next Year

- Implementation Support and Personalized Learning Support
- Suggestions for continuous improvement

When a new district joins the consortium, Navy Education leaders provide an onboarding training for that district that overviews the administration guidelines and regulations, as well as how to use the system more broadly. Sample onboarding training agendas are included below.



Onboarding Agenda

Session I: Overview of the Navy Assessment System

9am-10:30am

Dr. Laine Bradshaw will (a) introduce the philosophy and goals of the Navy assessment system, (b) walk through the features of how to use the system and interpret reports, and (c) answer questions/facilitate discussion. We will have plenty of time built in for questions and discussion as we go along.

Break

10:30am-10:45am

Session II: Content

10:45am-11:15am

Dr. Laine Bradshaw will talk more specifically about how the math and ELA assessments were designed and created.

Session III: Open Discussion on Implementation

11:15am-12noon

District leaders will discuss implementation strategies with each other and with Dr. Bradshaw.



Onboarding Agenda

8:30-9:15 Introduction to Navy Assessment System: Purpose and Design
9:15-10:00 Hands-on How-To Use Navy: Assigning Assessments and Using Reports
10:00-10:15 Break
10:15 – 10:45 ELA Assessment Design: ELA teachers and instructional coaches break out group with Dr. Patty Bradshaw
10:15- 10:45 Mathematics Assessment Design: Math teachers and instructional coaches break out with Dr. Laine Bradshaw
10:45-12:00 ELA Assessment Deeper Diver: ELA teachers and instructional coaches stay in break out group with Dr. Patty Bradshaw
10:45 - 11:15 Implementation Strategies: District Admin/School Admin/Instructional Coaches break out group with Dr. Laine Bradshaw
11:15-11:45 Clever Sync: Technology meet with Dr. Laine Bradshaw about sync settings

In addition to the Navy onboarding training which provides an overview of administration procedures, the training directs districts towards the Navy Educators Handbook (Handbook) for more details on administration guidelines and regulations. Each district implements local protocol that adheres to the Handbook and provides local training for teachers for implementing that local protocol in adherence to the Handbook. The excerpt of the Handbook that addresses these guidelines and regulations, including guidelines for administering the IADA assessment supports/accommodations to students with disabilities or English learners was included as Appendix D-3 of the original IADA application and we have also included in as Appendix C for this report.

Please let us know if additional information is needed.



Administration and Security Excerpts from Navy Education’s Handbooks

Part I of this document (pages 2-8) provides an excerpt about assessment administration and security from Navy Education’s Educator Assessment Handbook for Navy 1.1. Part II of this document (pages 9-10) contain an excerpt about assessment administration and security from Navy Education’s Student Assessment Handbook for Navy 1.1.

These excerpts contain confidential information. The excerpt may not be shared with additional parties or for additional purposes without permission from Navy Education. Please contact Dr. Laine Bradshaw for permission to share or distribute this document beyond the intended recipients: laine@navyeducation.com.

Part I: Excerpt from Navvy Education’s Educator Assessment Handbook

VII. SECURITY and CONFIDENTIALITY STATEMENT

All materials associated with Navvy 1.1 are confidential and secure. The only exceptions are with sample assessments described in Section V and practice assessments described in Section VI. You may not reproduce or otherwise transmit any part of the assessment by any method, including, but not limited to by printing, photocopying, scanning or screen capturing the assessment or by verbally describing the assessment. Navvy 1.1 mastery checks must remain secure at all times and cannot be viewed by users other than students. To do so would violate Navvy’s copyright protections and violate the terms of use of the software.

VIII. ASSESSMENT ADMINISTRATION

The security of the assessment is of utmost importance. The validity of the feedback the assessment provides relies on the security of the assessment. Some students having prior knowledge of questions or having teachers who have prior knowledge of questions make the assessment unfair. This unfair knowledge also makes the assessment results invalid as a measure of the student’s understanding of the standard.

In this section, we spell out many of the best practices of administering assessments that teachers already know. We reiterate the best practices here because the integrity of the assessment relies on the assessments being administered the same way to all students and the questions being secure.

The following procedures must be followed to maintain the security and the integrity of the assessments:

A. General Responsibility

- i. All individuals who handle printed assessment materials are accountable for these materials before, during, and after test administration.
- ii. Any breaches of security or incidences of cheating must be reported to Navvy Education within 48 hours.

B. Assessment Coordinators:

- i. Each district will assign a District Assessment Coordinator. This coordinator will oversee the administration of the assessments and use of the software for the district and will communicate all district information to Navvy Education. This coordinator is responsible for securely handling user login/password information for the district.
- ii. Each school will assign a School Assessment Coordinator. This coordinator will oversee the administration of the assessments and use of the software for the school and will communicate all school information to the District Assessment Coordinator. This coordinator is responsible for securely handling user login/password information for the school.

C. Assigning Windows for Completing the Mastery Checks

- i. The windows for completing the mastery checks must be assigned during a period of time where the students will be supervised by a certified educator during the entire window. Assigning windows after school or before school is only allowed when the student will be supervised. Assigning windows at night or for homework is not allowed.
- ii. The windows may be specified to be as long as the district sees fit for the student to complete the assessment.

D. Viewing Content on the Assessments:

- i. The student user is the only user allowed to view the content of the questions on the assessments.
- ii. All other users are prohibited from viewing the assessments at any time, with the only exception being when a student requires a read-aloud accommodation according to his or her IEP, IAP, EL/TPC. See Section E.
- iii. We have released practice questions (see Section VI) and will continue to release questions to demonstrate, through examples, the quality of the content on the assessments. The content was created, reviewed, and vetted by educators who work across the state of Georgia.
- iv. If you would like to have someone from your district review content, please submit a request to Navvy Education. We welcome your input!

E. Providing Read Aloud Accommodations

- i. Personnel providing a read-aloud accommodation for a student is allowed to read the questions aloud for the student, but is not allowed to:
 - a. communicate any aspect of the assessment materials to another person in any way, with the sole exception being communication with the District Assessment Coordinator if they have a concern about the assessment materials.
 - b. record, copy, reproduce or capture any assessment materials.
 - c. share or distribute any assessment materials.
- ii. The School Assessment Coordinator will track all personnel who provided an accommodation for a student and will track for which student(s) the assessment was read-aloud and the date it was administered. They will communicate this report to the District Assessment Coordinator quarterly or upon request. The District Assessment Coordinator will report this to Navvy Education at the end of each semester or upon request.

F. Paper Copies of Assessments

- i. District Assessment Coordinators may request one paper copy of a mastery check as needed for providing an accommodation in a special case. Upon approval of the request, the District Assessment Coordinator may print the required number of copies for authorized users to take the assessments using paper and pencil. No other user may print or create a copy of the assessment.

- ii. Only the required number of copies may be made. A record must be kept for which student(s) the assessment was printed.
- iii. A record must be made of every assessment printed. Each copy should be given an Assessment Copy ID (AC ID). It can simply be written or typed on the assessment.
- vii. District and School Assessment Coordinators are directly responsible for the security of any paper versions of the assessments that are created.
- iv. A record must be kept for which student(s) completed the assessments, and the date it was administered.
- v. Any printed copies of assessments must be stored in a locked, secure location when not in use.
- vi. Appropriate steps to maintain security of copies must be taken. We recommend including the following steps: Make records of who is transporting assessment copies. This can be done with sign out sheets on boxes or envelopes in which the copies are stored. Keep copies in the containers until immediately prior to use. Return copies to container immediately after students complete the assessment. Carefully count copies before and after assessments are given.
- v. Printed copies must be distributed as close to the actual assessment time as is reasonable to achieve.
- v. At the end of a testing session with a paper copy, teachers or other educators proctoring the assessment will take inventory of the paper copies and answer sheets, carefully counting the number of copies and answer sheets to ensure the correct number have been returned from students, and then return all paper copies and answer sheets to the School Assessment Coordinator.
- vi. The School Assessment Coordinator is responsible for returning all paper copies and answer sheets back to the District Assessment Coordinator.
- vii. The District Coordinator is responsible for taking inventory of all paper copies and answer sheets and taking immediate action to uncover any lost paper copies. In the event a paper copy is lost more than 48 hours, the District Assessment Coordinator must report the missing copy to Navvy Education.
- viii. Loss of a paper copy is a breach of test security that may cause significant damage to Navvy Education.

G. Test Administration Conditions

- i. In this section, we use the term teacher to mean test examiner. More broadly the test examiner may be any certified educator who is administering the assessments to the students.
- ii. The teacher must be present while a student is taking any part of an assessment.

iii. To maintain the integrity of the results and the security of the assessments, the teacher should take best efforts to prevent students from cheating on the assessments. These efforts include each of the following:

- a. Not allowing students to look at other students' work, paper, or screen.
- b. Not allowing students to talk with each other during the assessment.
- c. Not allowing students to access their cell phones or other electronic devices during the assessment.
- d. Not allowing students to use hand-held calculators during the assessment.
- e. Not allowing students to have anything on their desks besides two sheets of scratch paper and the assessment materials.
- f. Removing or covering any content materials displayed in the classroom if the materials could provide assistance to the student during the assessment.

iv. Students may have two pieces of scratch paper on their desk during the assessments. We recommend encouraging students to use the paper to organize their thoughts, to do calculations, or to make sketches that will help them visualize a scenario or problem. Teachers must collect scratch paper at the end of the assessment and destroy the scratch paper or securely deliver it to the School Assessment Coordinator so that they can destroy it.

v. Students may use the grade-appropriate level of the state-approved formula sheet for the mathematics assessments.

vi. Copies of assessment materials for paper-based testing must be kept secure until they are distributed to the students. The teacher must ensure students turn in all copies of the assessments and their answer sheets before they are dismissed.

vii. If a student is suspected of cheating or if any testing irregularities occur, the teacher will report this to the School Assessment Coordinator, who will report it to the District Assessment Coordinator, who will then report it to Navy Education. Cheating invalidates assessment results for the student, and data from this testing incident will not be used.

H. Breaches of Security: Inappropriate Assistance on Assessment

The following actions are examples of breaches of test security that involve giving a student inappropriate assistance on the assessment:

- i. Giving students questions, passages, or other materials that appear on the assessments before, during, or after the assessment.
- ii. Giving students direct instruction on passages somehow known to be on the assessment before, during, or after the assessment.
- iii. Coaching a student on the assessment or giving them hints for interpreting and understanding the questions and/or answers.
- iv. Giving students answers to assessment questions before, during, or after the assessment.

- v. Interfering with the student’s responses in any way.
- vi. Marking, changing, or altering student responses in any way.
- vii. Asking the student about assessment materials during or after the assessment; if a student has concerns about the assessment, they may come to a teacher or report this directly to the School Assessment Coordinator. Teachers should report any concerns to the School Assessment Coordinator. The School Assessment Coordinator can evaluate the concern and report it to the District Assessment Coordinator as needed. The District Assessment Coordinator can in turn evaluate the concern and contact Navvy Education as needed to discuss the concern. Communication around concerns must be kept confidential between the student, educator, School Assessment Coordinator, District Assessment Coordinator, and Superintendent.
- viii. Altering teaching practices to provide instruction on specific questions or specific reading passages thought to be on the assessments. This does not prohibit best teaching practices for teaching the standards nor the appropriate use of *sample* or *practice* assessment materials (described in Section V and VI) that were released specifically for use with educators and students.

I. Breaches of Security: Inappropriate Duplicating or Distributing of Assessment Materials

The following actions are breaches of test security that include inappropriate duplicating or distributing of materials:

- i. Creating a copy or reproducing using any means, including but not limited to paper printing, electronic printing, screen capture, or photographs, of any assessment materials for any purpose other than to administer a paper and pencil version of the assessment to a student in a manner consistent with the use of the software and as approved by Navvy Education. *Only the District Assessment Coordinator may print copies of the assessments for appropriated, approved uses.*
- i. Duplicating an authorized or unauthorized copy of any assessment materials.
- ii. Making notes about any assessment materials during or after assessment occasions.
- iii. Reading assessment materials and attempting to duplicate materials by paraphrasing viewed questions or pulling passages from selected texts that were viewed on the assessment and using these materials in instruction.
- iv. Saving paper or electronic copies of an authorized or unauthorized copy of an assessment materials.
- v. Distributing an authorized or unauthorized copy of any assessment materials via any electronic or physical means.

J. Breaches of Security: Inappropriate Handling of Materials

The following actions are breaches of test security that include inappropriate handling of materials:

- i. Any handling of paper copies for a purpose other than creating the copy, storing it securely, or delivering it to a school or classroom for the purposes of administering the assessment to a student.

- ii. Any handling of answer sheets for a purpose of delivering it to the School Assessment Administrator, entering the data into the software, or securely storing it.
- iii. Any insecure handling of login/password information.

K. Breaches of Security: Assisting Others or Failure to report

It is a breach of test security to participate in, help, direct or encourage any actions that are breaches of test security. It is a breach of test security to fail to report any breaches of security within 2 days.

It is not a breach of security for an educator to report a concern they have heard directly from a student, who was not prompted by the educator to discuss the assessments, to their School Assessment Coordinator who can evaluate the concern and report it to the District Assessment Coordinator as needed. The District Assessment Coordinator can in turn evaluate the concern and contact Navy Education as needed to discuss the concern. Communication around concerns must be kept confidential between the educator, the School Assessment Coordinator, the District Assessment Coordinator, and the Superintendent.

IX. AGREEMENT TO TERMS to INITIALIZE ACCOUNTS

Each user will be prompted to agree to the terms of this handbook prior to having full access to the software. Each educator user will be asked to indicate “I Agree” to the following:

I received a copy of the Educator Assessment Handbook for Navy 1.1, and I understand that I am required to be aware of its contents and to share the Handbook information with anyone who assists me in testing.

I will not read, review, or reproduce the contents of the questions on the assessment. In the event I am required to provide a read-aloud accommodation for a student, I will not discuss, share, or reproduce any contents of the assessment in any way. I understand violating this agreement will constitute a breach of the software’s terms of use and entitle Navy to pursue its remedies under the applicable software license contract with the school district, including, without limitation, suspending access to the software, reporting such violations to appropriate personnel at the school district, or even terminating the software license agreement. I also understand that if I have concerns about the assessment that I can talk confidentially to my School Assessment Coordinator who can take appropriate action to investigate my concern.

Each student user will be asked to indicate “I Agree” to the following:

Welcome to Navy!

To get started, we need to make sure you understand the rules! Following the rules help everyone out.

Please read these statements below and click “I agree” if you agree. If you have any questions, let your teacher know.

I was given a copy of the Student Assessment Handbook for Navy. I understand that I need to follow these rules. I understand if I have a question about the rules, I can ask my teacher to help me understand before I check “I Agree” below.

If I have questions or concerns on one of the mastery checks, I will talk with my teacher. I will not talk with anyone else about the questions.

I will be sure to hand in any copies of questions or assessment materials that I find. I will also be sure to tell my teacher if I know of anyone making copies of questions or materials that they should not be making. I will be sure to hand in any scratch paper I use on the mastery checks. If I do find any copies that I forgot to hand in, I will be sure to give them to my teacher as soon as I can. I understand this is very important.

I will not make a copy of any questions I see or any passages I read. This means I will not take any notes about the questions. It also means I will not take a picture, screen shot, or video of any questions or any part of the website that provide me the questions.

Part II: Excerpt from Navvy Education’s Student Assessment Handbook

2. Work independently!

What does independently mean? It means to work by yourself and not with the help of other people or other resources. To earn your mastery badges, you must answer your own questions! The checks are your chance to show what **you** have learned.

Working with other people is a good skill to learn. Using resources to help you find answers is also a good skill to learn. On the mastery checks, you will not use either of those particular skills. The mastery checks are designed to help you figure out what you know, understand, and are able to do with your brain.

On the mastery checks, you will **NOT** be allowed to:

- Look at your neighbor’s work.
- Talk to anyone while you are working.
- Use your books, notes, or information on the internet to help you find the answers.
- Use your phone, computer, or other device to help you find the answers.
- Work on a mastery check without being told by your teacher to do so.
- Work on a mastery check without a teacher being in the classroom.

You will be allowed to have 2 pieces of scratch paper while you work on the mastery check. Taking small notes as you read or writing down steps of a math problem may help you keep track of what you’re working on. We encourage you to use the scratch paper to help you work on the mastery checks.

For the math tests, you will have formulas sheets in Navvy that you can use on your mastery checks. Your teacher will show you where to find them. On some mastery checks, an online calculator will be available to use during the mastery check. You may **not** use formulas or calculators on a mastery check **unless** they are provided to you by Navvy.

If you have a question while you are working on your mastery check, you can raise your hand and ask your teacher. Your teachers can help you with the directions on the mastery check, but they cannot help you figure out the questions and answers.

3. Keep the mastery check questions secure!

How will you keep the mastery checks secure? You will keep the mastery checks secure by not sharing the questions or the reading material on the mastery checks with anyone else. Sharing the questions or any materials on the mastery checks is a form of cheating.

To keep the mastery checks secure, you are **NOT** allowed to:

- Keep any paper copies of mastery check materials that someone gives you.
- Keep any scratch paper that you use on the mastery checks.
- Make a copy of the questions you see by taking notes about the questions.
- Make a copy of the questions you see by taking a picture, screen shot, video, or other digital capture of the questions or the website.
- Make a copy of the question using any means you can think of.
- Talk about the questions or the passages with anyone, **unless** you have a concern about the **quality** of a specific question and then you can privately ask your teacher about the specific question.



As you review your child's assessment logs sent home in the weekly communication folder as well as the report card sent home quarterly, we urge you to use the same type of growth mindset perspective that we work to foster in our scholars. SCA's standards-based report card provides information about how your child is progressing towards meeting Georgia's Standards of Excellence during the course of the school year. SCA has high expectations for all of our scholars and the standards specify what all children should know and be able to do by the end of the school year. Be careful not to confuse the goal of learning with the measure of the goals listed on the report card. If your child receives a "does not meet," keep in mind that they have not met this standard YET but can continue to put in extra time and effort to master the standard by the end of the school year.

What is Navy?

Navy is a flexible, diagnostic assessment system used in grades 3-6 at SCA for assessing the proficiency of grade-level standards in English and Math. Navy is one of the two innovative test pilots approved by the U.S. Department of Education for Georgia's participation in its Innovative Assessment Demonstration Authority. With flexible administration, real-time diagnostic feedback, and multiple opportunities to succeed, Navy is an integral tool for teaching and learning that helps provide a personalized education for every student.

Why did SCA decide to use Navy?

As a public school, SCA is required to provide instruction aligned to the Georgia Standards of Excellence. Navy provides on-demand assessments and was approved by both the U.S. Department of Education and the Georgia Department of Education. SCA has high expectations for all of our scholars and the Georgia Standards of Excellence specify what all children should know and be able to do by the end of the school year.

What does it mean if my child scores "meets" or "exceeds" on a standard?

If your child scores a "competency" on a Navy assessment, this means that your child has learned what the standard requires. Navy assessments include questions designed to assess the depth of knowledge a child has regarding the standard. The Georgia Milestones Assessment given to students each year is designed with similar levels of achievement. If your child scores "competency" in Navy, they have a score of "meet" or "exceeds" in their assessment log. Exceeds indicates your child answers all questions correctly on the assessment, and your child demonstrates a depth of knowledge that exceeds what is required for competency.

What does it mean if my child scores "does not meet" or "approaching" on a standard?

If your child scores "in progress" on a Navy assessment, this means that your child has not yet learned what the standard requires. They are still in progress learning the standard. If your child scores "in progress" in Navy, they receive a score of "does not meet" or "approaching" in their assessment log. If a child does not demonstrate competency of the standard, the teacher is able to provide targeted support on the standard as a whole or a certain component of the standard. As a parent, you can also use the recommendations provided in the assessment log to practice with your child at home. As you review your child's assessment log and report card we urge you to use the same type of growth mindset perspective that we work to foster in our scholars. Keep in mind that they have not met this standard YET but can continue to put in extra time and effort to learn what the standard requires by the end of the school year.

NAVY
EDUCATION

Navy Assessment System

Student Handbook

Welcome to a new school year with Navvy!

What is Navvy? Navvy is a new online system that will help you figure out what you have learned and what you need help to learn a little better.

Why is it called Navvy? A navy is one who guides navigation. To navigate means to figure out where you should go next to get to where you want to be. We created this online system to help you navigate your way through the school year by keeping track of what you have learned along the way. It will also show your teachers, your school, and your parents how they can help you reach your learning goals.

This year, your math and English classes have different topics that everyone wants to make sure that you learn well. These **standards** are important for you to learn. Navvy will help you keep track of which standards you have mastered.

Navvy has short **Competency Checks** for each standard. Each Competency Check asks 6-8 questions for each standard. The more questions you answer correctly on the Competency Check, the more you show that you understand the standard! For each standard you show that you understand, you will earn a **microcert** for that standard! Your goal is to collect as many microcerts in math and English as you can this year.

What is a **microcert**? Microcert is short for microcertification. It is a digital badge used to recognize and celebrate an accomplishment or achievement!

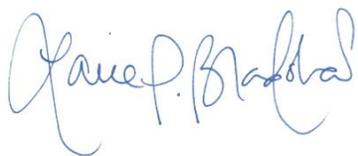
Navvy also has even shorter **quick checks** for each standard. Each quick check asks 3-4 questions for each standard. These are for practice.

Teachers all across Georgia designed the checks to help you learn. They spent a lot of time and care creating them to be interesting and useful. We hope you enjoy checking your knowledge and collecting microcerts all year long.

This handbook contains five important sections. Read the sections, and if you have any questions, ask your teachers for the answers. Also, let them know if you have any great ideas for making Navvy better for students like you. They will pass the idea on to us, and then you will have helped build Navvy for next year!

Sincerely,

Laine Bradshaw



Founder and CEO, Navvy Education, LLC



Dear Educational Leaders,

We are thankful to be the state of Georgia's partner in the federal innovative assessment pilot and to work alongside leaders in the consortium of school districts implementing the Navy assessment system. Navy is built upon evidence from my research in Quantitative Methodology at the University of Georgia and is designed to meet the rigorous requirements of the *Standards of Educational and Psychological Testing*. We created Navy in close partnerships with the leadership teams of consortium members, a robust network of top educational experts and practitioners across Georgia, and a team of educational researchers leading innovative in diagnostic assessment across the nation.

Navy is a web-based system that efficiently provides teachers with real-time, actionable feedback about students' understandings of specific standards in English language arts and mathematics. The first *standards-level* system of its kind designed to provide inferences that are valid and reliable for individual standards, Navy was created to address the persisting educational challenge of aiding teachers in implementing an effective formative assessment process. By leveraging novel psychometric methods, Navy is well-suited to support a critical shift in assessment to provide *reliable*, trustworthy diagnostic data upon which teachers can act to customize learning opportunities for all students.

Navy is a flexible system that provides students with three attempts to demonstrate competency on each standard and allows the assessments for each standard to be administered on-demand as local school district choose. Local districts chose their pacing for Navy assessments to align with the pacing for teaching and personalized remediation that best supports their students' needs.

A navy is one who guides navigation. As educators, we are all navies. Our name emphasizes our learning-focused goals of using the system as a navigation tool and not only an accountability measure. Part of our innovative design, though, is for Navy to double as accountability system: Navy results can be summarized and reported at the end of the school year which allows districts to avoid taking a separate state exam. Thus, schools can focus all 180 school days on teaching and learning, using Navy for feedback to guide instruction along the way. With Navy, instruction is not only guided within a year or grade, but student competencies of standards are also tracked across grades.

We seek to provide the most useful, trustworthy feedback possible to help support our shared goals of improved student achievement. With flexible administration, real-time diagnostic feedback, and multiple opportunities to succeed, Navy is an integral tool for teaching and learning we are excited to provide for school districts in Georgia. We look forward to working alongside you as leaders in our state to implement a world-class assessment system that both measures and supports learning in our schools.

Sincerely,

A handwritten signature in black ink that reads "Laine P. Bradshaw".

Laine Bradshaw, Ph.D.

Founder/CEO, Navy Education, laine@navyeducation.com

Associate Professor of Quantitative Methodology in Educational Psychology, University of Georgia

Navy Assessment System Features

- Standards-level: Students complete a short assessment per standard
- Reliable diagnoses: Feedback is in the form of reliable classification of standards competency (competency vs in-progress)
- Real-time feedback: Assessments are web-based and scored immediately to provide real-time feedback to users
- Flexible Administration: Standards may be administered in any combination, at any time
- Multiple Opportunities for Success: Students may attempt to show competency up to 3 times on each standard
- Comprehensive Reporting: Administrator-, teacher-, and student-level reporting within a grade and across grades
- Currently used in all federally required grades for ELA and math

Goals

- Provide information that stakeholders (administrators, teachers, students, parents, and community members) need, value, and can trust
- Provide diagnostic information that is reliable so that teachers can act upon it to inform personalized instruction for students
- Identify specific needs for personalized instruction in a timely manner
- Help teachers track standards competency across a large number of students and standards
- Integrate assessment with curriculum to support teaching and learning
- Encourage student agency of learning (setting clear goals, taking ownership of learning, having a growth mindset)
- Provide on-going records about students' standards competencies across grades, schools, and years
- Continuously improve system based upon input and feedback from users and from scientific research

Expected Outcomes

- Improve the degree to which teachers can personalize learning for students
- Improve the degree to which schools and districts can personalize professional development for teachers
- Improve student learning



Many districts have asked us, "What is BEACON?" This document provides some background on the differences in the assessment systems.

Executive Summary

Is BEACON like Navy? No. The developer of Beacon explains it as an interim assessment system: <https://drcbeacon.com/>. Navy is designed to identify which standards a student needs help learning. Beacon is not designed to give standards-level scores; it is designed to give domain scores and subject scores, similar to Milestones.

Beacon is designed to provide valid and reliable results (i.e., has reporting categories) at two levels:

- Domain (e.g., Algebra or Reading Literary)
- Subject (Math and English)

Navy is designed to provide valid and reliable results at a more specific level:

- Standards (e.g., 6.EE.1, 6.EE.2, 6.EE.3, 6.EE.4, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.8, 6.EE.9, etc.)

These design differences make all of the difference in whether a teacher is able to use the results as a key part of instruction in the classroom.

- For example, if a 6th grade student's Beacon results indicate he or she is low in the Algebra domain of math, a teacher does not know which of the 9 standards in that domain (6.EE.1 through 6.EE.9, listed in the example given above) a student may need help with. This set of standards carries a large number of important concepts to learn, typically requiring 8-9 weeks of instruction over 2 units of study (see the state's curriculum map, as an example). Thus, the Beacon domain feedback isn't specific enough to act on because reteaching 2 units isn't feasible due to limited school days.
- Navy, in contrast, allows teachers to pinpoint the standards that each student does not understand, so teachers can focus and personalize the support they give students. Further, Navy allows teachers to give these standards-level assessments in the middle of units to get feedback *within* the instructional unit. The timing of the feedback occurring within a unit, as well as the specificity of the feedback, is critical for enabling Navy assessments to function as an integral part of the teaching and learning process. Having instructionally relevant assessment is why we are all working together to build Navy!

Could I use Beacon and Navy? You could. They do offer different information and are intended to be used for different purposes. Some districts currently use an interim assessment as a universal screener and for nationally normed rankings, while also using Navy to guide classroom instruction and more specific school- and district-level curriculum and instructional decisions.

Background on Interim and Formative Assessment

Assessments are typically one of three types: summative, interim, formative.

Is BEACON formative? According to the company that created BEACON (DRC), **BEACON is an interim assessment system.** See DRC's website: <https://drcbeacon.com/>.

Interim assessments are not designed to be formative assessments. Many Navy districts currently use interim assessments in addition to their Navy assessments. Navy and interims serve very different purposes.

Things to know about interim assessments in general:

- Examples of interim assessments your district may currently be using include MAP, iReady, and Reading and Math Inventory, among others.
- An interim assessment system usually includes a test given 3 times per year per subject, for example, in August, December, and May.
- Like Milestones, interim tests typically give scaled scores (e.g., Sam made a 624 on the 6th grade math test in August) that correspond to percentile ranks (e.g., Sam is in the 34th percentile for 6th grade math) for a given subject and grade level.
 - These tests are often used as screeners, to identify students above or below certain benchmarks. Districts often use this as a piece of information to identify at risk students and qualify students for services they provide throughout the year.
 - The psychometric purpose of these tests is to rank order students on a continuum of overall ability in a given subject. Districts often use this nationally normed information to see where students rank among other students in the state or nation.
- Interim assessments usually have a growth measure, sometimes called a progress monitoring component (e.g., Sam needs to grow 32 points to be on track by December).
 - These measures are often used to predict how students will do on a summative assessment (e.g., predict how a student will do on Milestones in May).
- A commonly held truth by researchers and professionals in the field/industry of assessment is that **interim assessments are not formative assessments.**
 - Interim assessments may offer a report at the skill or standards level (or on some level more detailed than the overall subject), but **we know of no interim assessment that gives trustworthy feedback for specific standards or specific skills.** By trustworthy, we mean feedback that meets the field/industry of assessment's standards of validity and reliability, which is required for results to be meaningful. We want results to be meaningful if teachers are going to use them to direct valuable resources of classroom time and effort, else that time and effort is wasted (e.g., a teacher may provide Sam additional support on Standard 2 and 4 when Sam actually needs help on Standard 1 and 3).

- This is a primary reason why we created Navvy! We created Navvy to provide an assessment system that gives you trustworthy information about individual standards that can be used to guide classroom instruction, as well as school- and district-level curriculum and instruction decisions.

Why aren't interim assessments formative assessments? The limitations of interim assessments are that **they are not specific enough nor timely enough to guide instruction:**

- Specificity issue: Interims are designed to give trustworthy subject-level results (e.g., Sam scored a 624 in math) and sometimes domain-level results (e.g., a 6th grade Geometry score). But grade- or domain-level results are not actionable results for a teacher or student. The type of results that would be actionable for a teacher or student, for example standards-level feedback like Navvy gives (e.g., Sam needs help on Standards 1 and 3 and has learned Standards 2, 4, and 5), are not designed to be valid and reliable on interim assessments.
- Timing issue: Interim results are typically given at the beginning, middle, and end of the year, but to guide instruction, teachers need results to be provided close to the time of instruction (weekly or more frequently), like Navvy provides.
- We designed Navvy to address both of these limitations. Navvy provides you with on-demand assessments that teachers can give as-needed to get standards-level information about students' strengths and weaknesses, information that is detailed enough for teachers to use to provide personalized instruction and support for students.

Contact Us Please email Dr. Laine Bradshaw, creator of Navvy and professor at the University of Georgia (laine@navvyeducation.com), for more information. We welcome the chance to talk with you.



The Navy Assessment System

A State¹ and Federally² Approved Innovative Assessment System Being Implemented in Georgia

Innovation. Navy is a first-of-its-kind, research-proven³ assessment system. The difference in Navy⁴ and the state's assessment system called Georgia Milestones is that smaller assessments (8 or fewer questions) are given on-demand⁵ throughout the year to provide timely, reliable feedback that is used to monitor and advance student progress on standards, or learning objectives, our state requires.

Student-focused design. Navy takes a student-friendly approach where students track their progress in an online environment and earn micro-certifications⁶ displayed on their dashboards as they check-off standards they have learned. During the school year, students are on a mission to earn a micro-certification for each standard. In Navy's learning-friendly design, students are given multiple attempts to show they have met each standard (to earn a micro-certification), and they get the same full credit for showing they have learned the standard on their 2nd or 3rd attempt as they do on their 1st attempt. Research shows this design improves learning and promotes healthy learning mindsets.

Learning-focused design. While Georgia Milestones is an end of year assessment for accountability, Navy is a diagnostic, standards-level assessment system for supporting learning throughout the year. Between assessment attempts, teachers give students targeted support on standards they are trying to learn. Because Navy feedback is given in real-time (appears on student, teacher, and administrator dashboards immediately after an assessment is submitted) and is trustworthy⁷, teachers use results to tailor instruction to the standards Navy identified as ones needing support. Georgia Milestones is an end of year cumulative final exam, so results cannot be used to guide instructional time and effort.

Eliminates end-of-year testing. Navy is an assessment system focused on supporting teaching and learning, but because its data are trustworthy, it also meets federal accountability requirements without additional, or end-of-year, testing. Navy's existing data will be summarized for federal reporting.

Saves time and money. All school districts need a local assessment system to support teaching and learning, and they work to create such a system using their own resources of time, money, and expertise. Navy fulfills this local assessment need while fulfilling the state assessment need at the same time. Thus, overall testing time (across local and state levels) and overall expense on assessment (spent by districts and the state) will decrease using Navy because it serves both purposes with one system.

Contact us. Please email Dr. Laine Bradshaw, creator of Navy and professor at the University of Georgia (laine@navyeducation.com), for more information. We welcome the chance to talk with you.

¹ Georgia SB362 introduced a state innovative assessment pilot, under which our state Board of Education approved Navy in August of 2018.

² US Department of Education has a competitive federal innovative assessment program for which 4 states have been approved. Georgia applied and was approved in July of 2019 to pilot Navy in Georgia under this federal program. Sixteen school districts currently use Navy.

³ Navy is based on research in Quantitative Methodology at the University of Georgia.

⁴ A 'navvy' is one who guides navigation. Navy as a system is designed to help navigate student learning.

⁵ Local school districts choose when to give assessments based on their local curriculum. Assessments are always available for teachers to use.

⁶ A "micro-certification" is a digital recognition of an achievement; sometimes called a digital badge.

⁷ A trustworthy assessment meets federal requirements of being "valid and reliable." Navy is the first through year assessment system designed to give trustworthy feedback about individual learning objectives, or standards. Other commonly-used systems, like Georgia Milestones and interim assessments, are designed to give trustworthy feedback about an overall rank-order for a whole subject (e.g., Bobby scored in the 72nd percentile in 6th grade math). Navy is designed to give trustworthy feedback about individual state learning objectives (e.g., Bobby understands Standards 1, 3, and 4 and still needs support to learn Standards 2 and 5).

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

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.

Authorized Representative (Printed Name):

Michelle Helie, Chief Academic Officer

LEA Name:

Chattooga County Schools

Signature:

Michelle Helie

Date:

9/25/2020

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

Authorized Representative (Printed Name):

Christy wray

LEA Name:

Mitchell County School System

Signature:

DocuSigned by:
Christy Wray
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Date:

9/25/2020

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Authorized Representative (Printed Name):

Garrett wilcox

LEA Name:

vidalia City Schools

Signature:

DocuSigned by:
Garrett Wilcox
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Date:

9/28/2020