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| ***Cohorts.*** *In recognizing the tight timeframe and amount of work to complete the application for the first cohort of applicants, there is a commitment to provide multiple opportunities in the future for LEAs to apply for the Innovative Assessment Pilot.*  *Cohort 1\**   * *Application Due: August 1, 2018* * *Review/Approval by the State Board of Education: August 22-23, 2018*   *Cohort 2\**   * *Application Due: September 1, 2018* * *Review/Approval by the State Board of Education: September 26-27, 2018*   *\*Additional cohorts will be added.*  ***Process.*** *If approved by the State Board of Education, the Georgia Department of Education will work with participating LEAs to initiate the performance contract amendment process. Per SB 362, the LEA must utilize the performance contract as the means for participating in the pilot.*  ***Submission.*** *Please submit the completed application along with labeled supporting documents to Debbie Caputo (dcaputo@doe.k12.ga.us).* |

**Description of Assessment Pilot**

***\_\_\_ LEA \_\_\_\_ Consortium of LEAs***

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| *FILL OUT ONLY IF APPLYING AS A CONSORTIUM. Describe the proposed participants in the consortium, how the consortium will be managed and operated, and how all participants will comply with the Innovative Assessment Pilot Program Assurances.* |
| Narrative: |

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| *Describe the proposed assessment system, including:*   1. *a description of the system,* 2. *the type of assessment (i.e., single summative assessment, series of interim assessments, computer adaptive, etc.)* 3. *administration mode (i.e., technology-based, paper/pencil, etc.),* 4. *grades and content areas and/or courses to be included,* 5. *purpose of the assessments, and* 6. *intended interpretations and uses of the results.* |
| Narrative: |

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| *Describe the innovative nature of the piloted assessments and need for participation in this pilot, including anticipated benefits for the LEA, schools, and for student learning.* |
| Narrative: |

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| *Describe the duration of your Innovative Assessment Pilot Program (up to 5 years). Note: The State Board of Education will renew your contract amendment on a yearly basis based on progress and effectiveness of your program.* |
| Narrative: |

***Assurance:*** *LEA/Consortium has met its performance contract goals for the last year.*

*Superintendent’s Initials: \_\_\_\_\_\_\_\_\_*

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| Narrative: |

**Self-Assessment**

***Description of Rating Categories.*** *For each category below, provide a rating for each element based on where the LEA/consortium is on the fidelity continuum. Provide a narrative describing what efforts support your ratings. Provide labeled artifacts of documentation as evidence for your ratings as attachments.*

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| ***Not Yet Addressed*** | *LEA/consortium has not begun to address this issue.* |
| ***Planning*** | *LEA/consortium is researching and developing this issue with key stakeholders and technical experts. The LEA/consortium has some evidence of planning (agendas, meeting notes, etc.).* |
| ***Implementing*** | *LEA/consortium is piloting this issue and anticipates revisions based on the pilot process with input from*  *stakeholders and technical experts. The LEA/consortium has ample evidence of planning and some evidence of implementation.* |
| ***Operational*** | *LEA/consortium has implemented this issue in some but not all applicable schools and does not anticipate major*  *revisions. The LEA/consortium has ample evidence of planning and implementation with stakeholders and technical experts.* |
| ***Scaled*** | *This issue is fully operational in all applicable schools and does not anticipate major revisions. The LEA/consortium has*  *ample evidence of planning and successful implementation with stakeholders and technical experts.* |

***Assurance:*** *The LEA/Consortium has read* [*USED’s New Peer Review Guidance*](https://www2.ed.gov/admins/lead/account/saa.html#Standards_and_Assessments_Peer_Review_) *(*[*https://www2.ed.gov/admins/lead/account/saa.html#Standards\_and\_Assessments\_Peer\_Review\_*](https://www2.ed.gov/admins/lead/account/saa.html#Standards_and_Assessments_Peer_Review_)*) and* [*Application for the Innovative Demonstration Authority*](https://www2.ed.gov/admins/lead/account/iada/index.html) *(*[*https://www2.ed.gov/admins/lead/account/iada/index.html*](https://www2.ed.gov/admins/lead/account/iada/index.html) *) understanding that its efforts to the best of its ability be in alignment with a peer review and/or demonstration authority submission.*

*Superintendent’s Initials: \_\_\_\_\_\_\_\_\_*

1. ***Alignment & Comparability***

***Assurance:*** *The LEA/Consortium will assess students as necessary to establish comparability per ESSA statute and USED regulations.*

*Superintendent’s Initials: \_\_\_\_\_\_\_\_\_*

*Per Senate Bill 362, the State Board of Education and Georgia Department of Education will pursue maximum flexibility from*

*USED via waiver requests and/or participation in the Innovative Demonstration Authority to reduce double testing to the fullest*

*extent possible while establishing comparability between the innovative assessments and state Georgia Milestones*

*assessments. The LEA acknowledges that the Georgia Department of Education will communicate progress on the status of the*

*federal waiver requests. The LEA further acknowledges that flexibility from state laws and regulations* ***shall not be******construed as***

***a waiver*** *of federal laws and regulations unless notified by the Georgia Department of Education.*

*The state will contract with an external, independent third‐party evaluator to evaluate comparability.*

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|  | ***Not Yet Addressed*** | ***Planning*** | ***Implementing*** | ***Operational*** | ***Scaled*** |
| *1. Aligns with Georgia’s academic content standards (breadth and depth of those standards for all grade-levels and content areas or courses assessed)* |  |  |  |  |  |
| *2. Identifies which students are not making progress toward Georgia’s academic content standards* |  |  |  |  |  |
| *3. Produces results that are comparable to the Georgia Milestones assessments (include methods in the narrative or as attached evidence)* |  |  |  |  |  |
| Narrative: | | | | | |
| Evidence *(please provide labeled attachments)* | | | | | |

1. ***Technical Quality***

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|  | ***Not Yet Addressed*** | ***Planning*** | ***Implementing*** | ***Operational*** | ***Scaled*** |
| *1.Works with expert(s) (external partner or in-house) to ensure technical quality, validity, reliability, and psychometric soundness of the innovative assessment* |  |  |  |  |  |
| *2. Establishes validity and reliability evidence consistent with nationally recognized testing standards* |  |  |  |  |  |
| *3. 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* |  |  |  |  |  |
| *4. Produces individual and aggregate reports that allow parents, educators, and school leaders to understand and address the specific needs of students* |  |  |  |  |  |
| *5. Provides reports in an easily understandable and timely manner to students, parents, educators, and school leaders* |  |  |  |  |  |
| *6.Developed, to the extent practicable, consistent with the principles of universal design for learning* |  |  |  |  |  |
| Narrative: | | | | | |
| Evidence *(please provide labeled attachments)* | | | | | |

1. ***Accessibility and Accommodations***

***Assurance:*** *The LEA/Consortium agrees to complete and comply with the provisions of the annual GAA Survey provided by GaDOE.*

*Superintendent’s Initials: \_\_\_\_\_\_\_\_\_*

*While students with the most significant cognitive disabilities can continue to participate in the GAA as opposed to the local assessment, all other students with disabilities (and English Learners) must be able to participate in the local assessment, with accommodations as needed and appropriate.*

***Assurance:*** *All students (except those with the most significant cognitive disabilities) in any grade and subject* *for which the innovative assessment is given in a participating school will be given access to the innovative assessment.*

*Superintendent’s Initials: \_\_\_\_\_\_\_\_\_*

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|  | ***Not Yet Addressed*** | ***Planning*** | ***Implementing*** | ***Operational*** | ***Scaled*** |
| *1.Appropriate accommodations will be provided for students with disabilities as defined via their IEP or IAP (provide list of available accommodations as an attachment)* |  |  |  |  |  |
| *2.Appropriate accommodations will be provided for English Learners as defined via their EL/TPC (provide list of available accommodations as an attachment)* |  |  |  |  |  |
| Narrative: | | | | | |
| Evidence *(please provide labeled attachments)* | | | | | |

1. ***Test Administration and Security***

***Assurance:*** *LEA/Consortium will deliver the innovative assessment in line with the state adopted guidelines for test security and integrity. LEA/Consortium agrees to allow the Governor’s Office of Student Achievement (GOSA) to monitor test administration and will provide GOSA with data needed for audits to ensure test security and integrity.*

*Superintendent’s Initials: \_\_\_\_\_\_\_\_\_*

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|  | ***Not Yet Addressed*** | ***Planning*** | ***Implementing*** | ***Operational*** | ***Scaled*** |
| *1.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)* |  |  |  |  |  |
| *2. Delivers training for educators and school leaders to ensure a standardized test administration* |  |  |  |  |  |
| *3. Develops and implements a monitoring process to ensure standardized test administration* |  |  |  |  |  |
| *4. Develops and implements policies and procedures to prevent test irregularities and ensure the integrity of test results* |  |  |  |  |  |
| *5. Develops and implements policies and procedures to protect the integrity and confidentiality of test materials, test-related data, and personally identifiable information* |  |  |  |  |  |
| Narrative: | | | | | |
| Evidence *(please provide labeled attachments)* | | | | | |

1. ***Stakeholder Engagement***

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|  | ***Not Yet Addressed*** | ***Planning*** | ***Implementing*** | ***Operational*** | ***Scaled*** |
| *1.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* |  |  |  |  |  |
| *2. Develops capacity for educators and school and district leaders to implement the assessment, interpret results and communicate with stakeholders* |  |  |  |  |  |
| Narrative: | | | | | |
| Evidence *(please provide labeled attachments)* | | | | | |

1. ***Accountability***

**Assurance.** *LEA/Consortium ensures that the percentage of all students (and the percentage of students in each subgroup) assessed is at least as high as the percentage assessed using the Georgia Milestones assessments in the year previous to the start of the pilot.*

*Superintendent’s Initials: \_\_\_\_\_\_\_\_\_*

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|  | ***Not Yet Addressed*** | ***Planning*** | ***Implementing*** | ***Operational*** | ***Scaled*** |
| *1.Produces a single, summative score for every student* |  |  |  |  |  |
| *2. Produces a comparable growth measurement that can be used for the Progress CCRPI component* |  |  |  |  |  |
| *3. 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)* |  |  |  |  |  |
| *4. Produces a comparable literacy (Lexile) measurement that can be used for the Readiness CCRPI component* |  |  |  |  |  |
| *5. 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)* |  |  |  |  |  |
| Narrative: | | | | | |
| Evidence *(please provide labeled attachments)* | | | | | |

*Per Senate Bill 362, negative consequences for participating innovative LEAs/consortiums that are in the purview of the State*

*Board of Education, Georgia Department of Education, and Governor’s Office of Student Achievement will not be pursued or*

*enforced (ex: turnaround school selection, traditional SWSS/charter system accountability, etc.) as long as the LEA/consortium*

*adheres to its amended performance contract. Federal law and requirements (ex: Comprehensive Support and Improvement and*

*Targeted Support and Improvement identification and services, etc.) will be enforced unless granted flexibility from USED. The Georgia Department of Education will communicate progress on federal waivers to districts as needed.*

1. ***Conflict of Interest***

***Assurance:*** *There is no conflict of interest (financial or otherwise) for the interested parties in participating in the pilot program. All activities that are related to this pilot shall abide by local procurement requirements.*

*Superintendent’s Initials: \_\_\_\_\_\_\_\_\_*

**Goals & Deliverables** (2018-2019 School Year)

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| Narrative: |