OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SCHOOL SUPPORT AND ACCOUNTABILITY

2023 State Assessment Conference

3A. The Basics of IADA

September 26, 2023 from 11:00-12:15pm

FOCUS AREA: 3
3A. The Basics of IADA

This session will provide participants with an overview of the IADA, including the key requirements, flexibilities afforded, and common misconceptions.

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Carla Evans, Center for Assessment, cevans@nciea.org

A NOTE ABOUT THIS CONFERENCE/SESSION

- The purpose of this conference/session is to provide an opportunity for State education agency (SEA) staff to interact and engage with relevant experts and other SEA staff about the Innovative Assessment Demonstration Authority (IADA).
- The observations and opinions of the session presenters are their own.

FOCUS AREA 3 SESSIONS

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Sept 26	11:00-12:15pm	3A. Basics of IADA	Scott Marion Carla Evans
	1:30-2:45pm	3B. Lessons Learned about the Implementation of IADA	Scott Marion Carla Evans *Kinge Mbella (NC)* *Thomas Lambert (LA)* *Allison Timberlake (GA)*
	3:00-4:15pm	3C. Planning and Implementation in IADA	Scott Marion Carla Evans
Sept 27	8:45-10:00am	3D. Addressing Comparability in IADA [Repeats in 3G timeslot]	Scott Marion Carla Evans
	10:15-11:30am	3E. Including all Students in the IADA	Sheryl Lazarus Meagan Karvonen *Kinge Mbella (NC)* *Thomas Lambert (LA)* *Allison Timberlake (GA)*
	12:45-2:00pm	3F. Meeting the Requirements of Peer Review in the IADA	Scott Marion Carla Evans Meagan Karvonen Phoebe Winter
	2:15-3:30pm	3G. Addressing Comparability in IADA [Repeat from 3D]	Scott Marion Carla Evans

OVERVIEW

Time	Topic
11:00-11:05	Welcome, Introductions, & Overview
11:05-11:15	Warm-Up
11:15-11:45	Basics of IADA
11:45-12:15	Audience Q & A

WARM-UP QUESTIONS

1. How would you rate your level of understanding of IADA **from 1 to 10?** (1=I don't know anything; 10=I know everything)

2. What questions are you hoping we answer during this session?

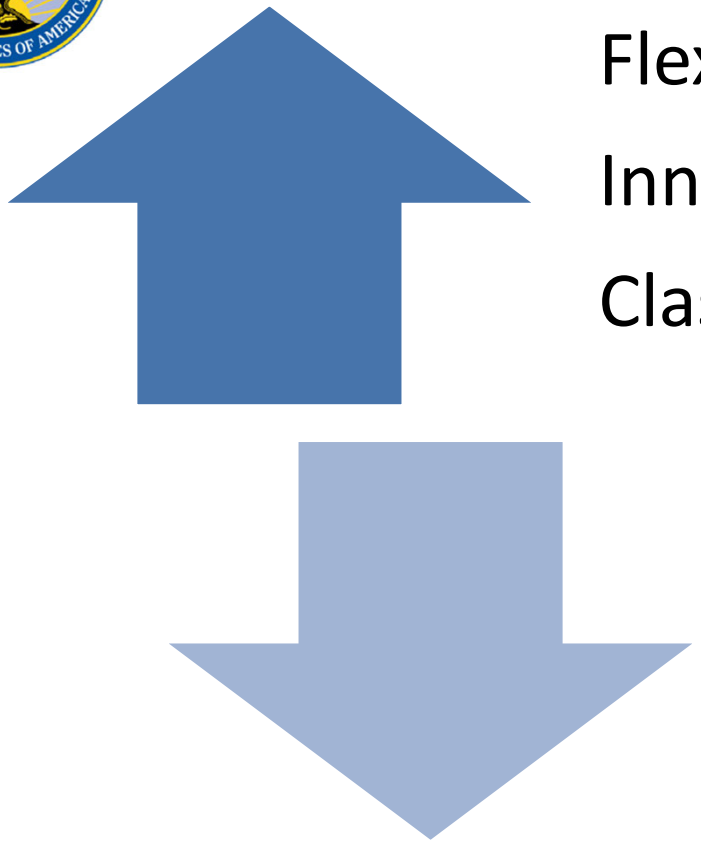
https://tinyurl.com/USED3A

INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA)

- Allows for a pilot for **up to seven (7) states** to use **competency-based or other innovative assessment approaches** for use in making accountability determinations*
- Initial demonstration period of **five (5) years** with a two (2) year extension and the potential of additional 1-year extensions via additional ED waiver
- **Rigorous assessment, participation, and reporting requirements and** subject to a **peer review** process
- May be used with a subset of districts based on strict "**guardrails,**" with a **plan to move statewide by end of extension**

*ED may expand the IADA to beyond seven States after initial IES evaluation report

FUNDAMENTAL TENSIONS IN IADA



Flexibility

Innovation

Classroom-Level Information

Standardization

Scalability

Comparability

IADA "FLEXIBILITY"

The only **two flexibilities** offered by the Demonstration Authority include that:

1. The innovative assessment system "***need not be the same assessment***" administered to all students in the state during the demonstration authority period—meaning, the state can operate and maintain two state assessment systems at the same time.
   - States can pilot the alternative assessment system with a subset of districts before scaling the system statewide.

2. The innovative assessment system "***need not be administered annually***" in the federally required grades/subjects where annual determinations of student achievement must be reported as long as the state assessment system is administered in those grades/subjects.

FOUR MAJOR GUARDRAILS

Assessment Quality	• System comprised of high-quality assessments that support the calculation of valid, reliable, and comparable annual determinations as well as provide useful information to relevant stakeholders
Comparability	• Produce yearly, student-level annual determinations that are comparable across LEAs
Scale Statewide	• Must have a logical plan to scale up the innovative assessment system statewide
Demographic Similarity	• Make progress toward achieving high-quality and consistent implementation across demographically diverse LEAs

FOUR MAJOR GUARDRAILS

- Assessment Quality
- Comparability
- Scale Statewide
- Demographic Similarity

- System comprised of high-quality assessments that

- Make progress toward achieving high-quality and consistent implementation across demographically diverse LEAs

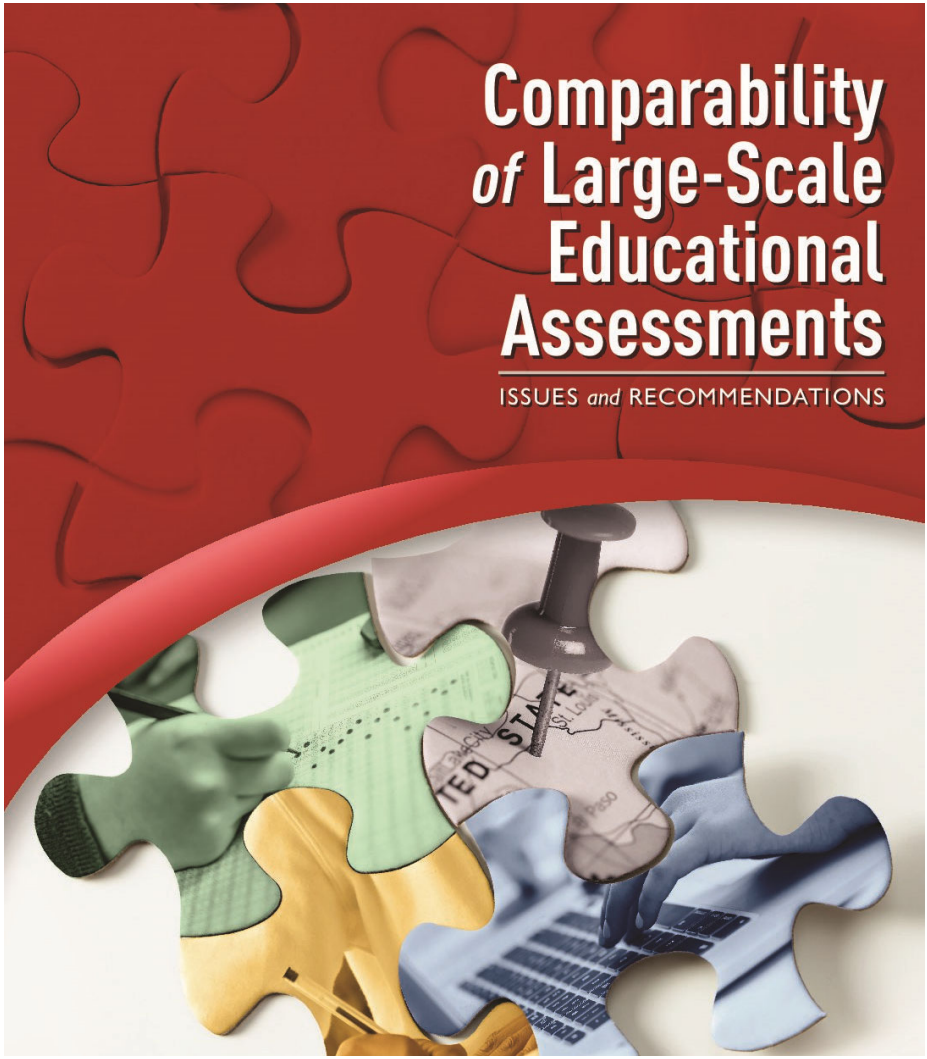
Which of these do you think would be hardest in your state, and why?

COMPARABILITY

Producing **"comparable annual determinations"** is a key ESSA requirement. Easier said than done!

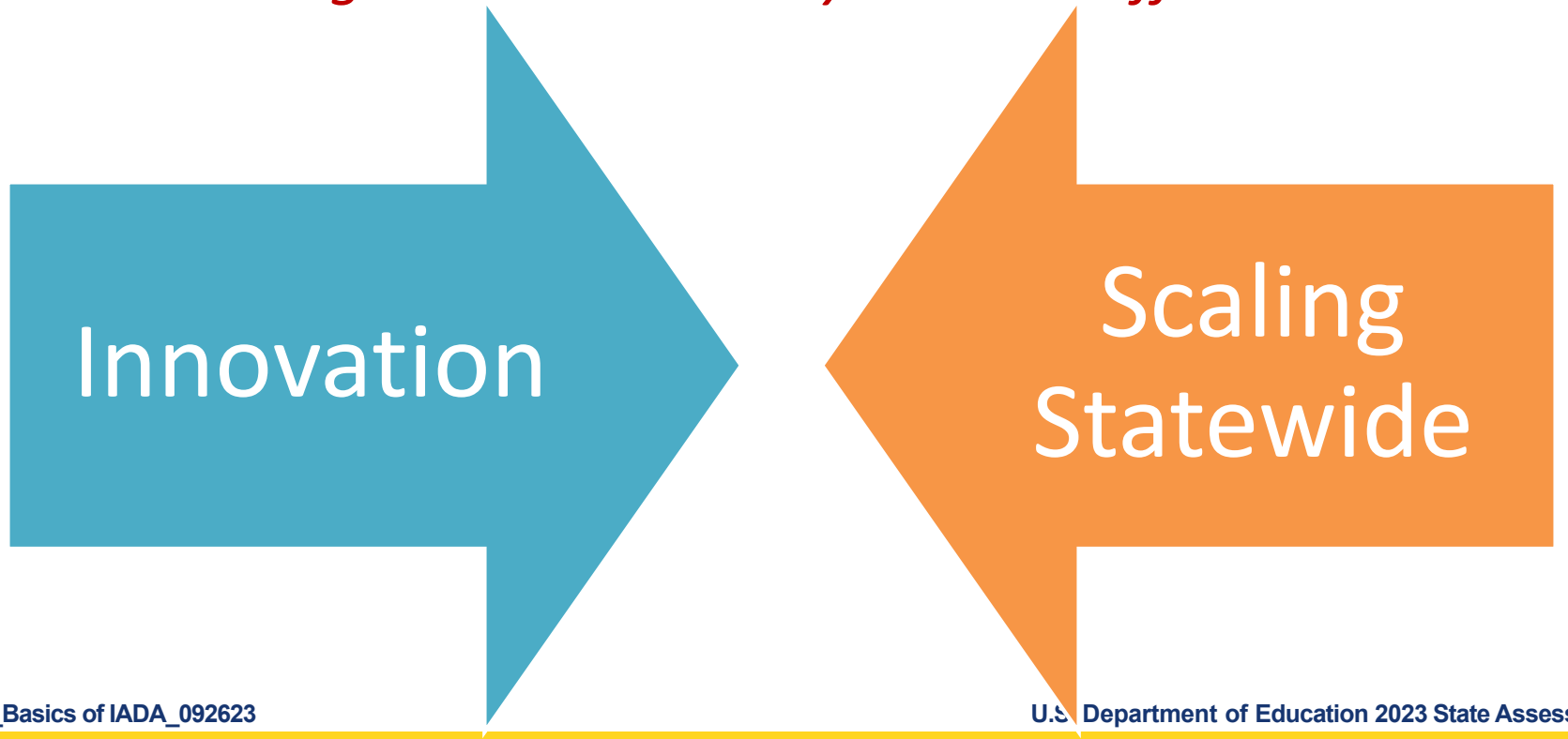
Remember, correlation does not mean comparable.

Come to one of our sessions (3D/3G) tomorrow to hear more about Addressing Comparability in IADA!

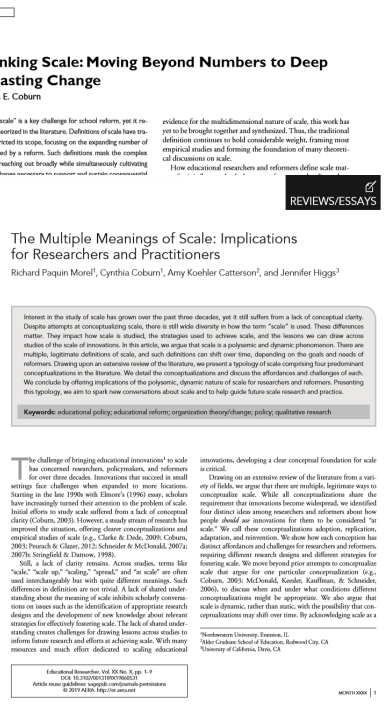


A FUNDAMENTAL TENSION IN THE PILOT!

Scaling statewide in 5-7 years is a difficult timeline!



RESEARCH ON SCALE



Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change

by Cynthia E. Coburn

REVIEWS/ESSAYS

The Multiple Meanings of Scale: Implications for Researchers and Practitioners

Richard Paquin Morel[1], Cynthia Coburn[1], Amy Koehler Catterson[2], and Jennifer Higgs[3]

Scale is **not one thing**! Recent work has suggested at least **four** ways to conceptualize scale:

1. **Adoption**—widespread use w/out conceptualizing expected use
2. **Replication**—high fidelity implementation with expected outcomes
3. **Adaptation**—widespread use of innovation, modified for local contexts
4. **Reinvention**—the innovation is a catalyst for further innovation

Scale is multidimensional and dynamic! It will change throughout the innovation life cycle.

WHAT IF YOU MANAGE TO SCALE?

If so, that's when the real work starts!

The "pilot" has to be the "state assessment."

Among many, two of the major challenges involve federal peer review and ongoing quality control/ quality assurance.

NOT JUST ONE APPROACH TO SCALE

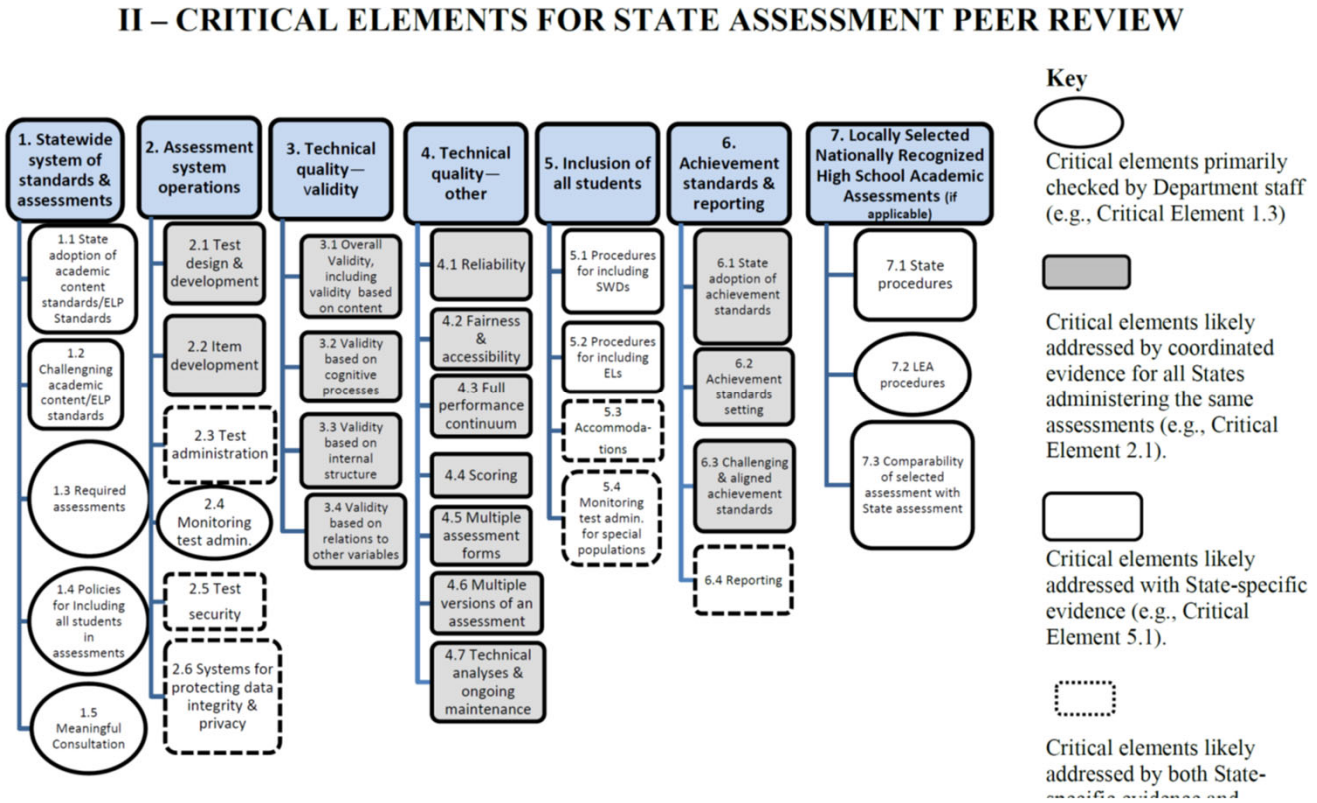
Incremental (e.g., 15% more districts each year)

Keep tweaking the design and then just switch over to the entire state (e.g., MA)

Which approach seems to make the most sense to you, and why?

STATEWIDE ASSESSMENTS MUST MEET RIGOROUS REQUIREMENTS

Come to the session tomorrow (3F) to hear more about Meeting the Requirements of Peer Review in the IADA!



IADA RFI: PERCEIVED & REAL BARRIERS TO APPLYING FOR THE IADA

Common themes:

- Lack of dedicated funding for IADA.
- Requirements of IADA in general.
- The Department's assessment peer review process.
  - Commenters felt that the current peer review process does not adequately fit with new, innovative student-centered state assessments.
  - Commenters advised that ED revise peer review guidance so that it better applies to states who are seeking to develop innovative assessments.

ALSO….LEADERSHIP STABILITY

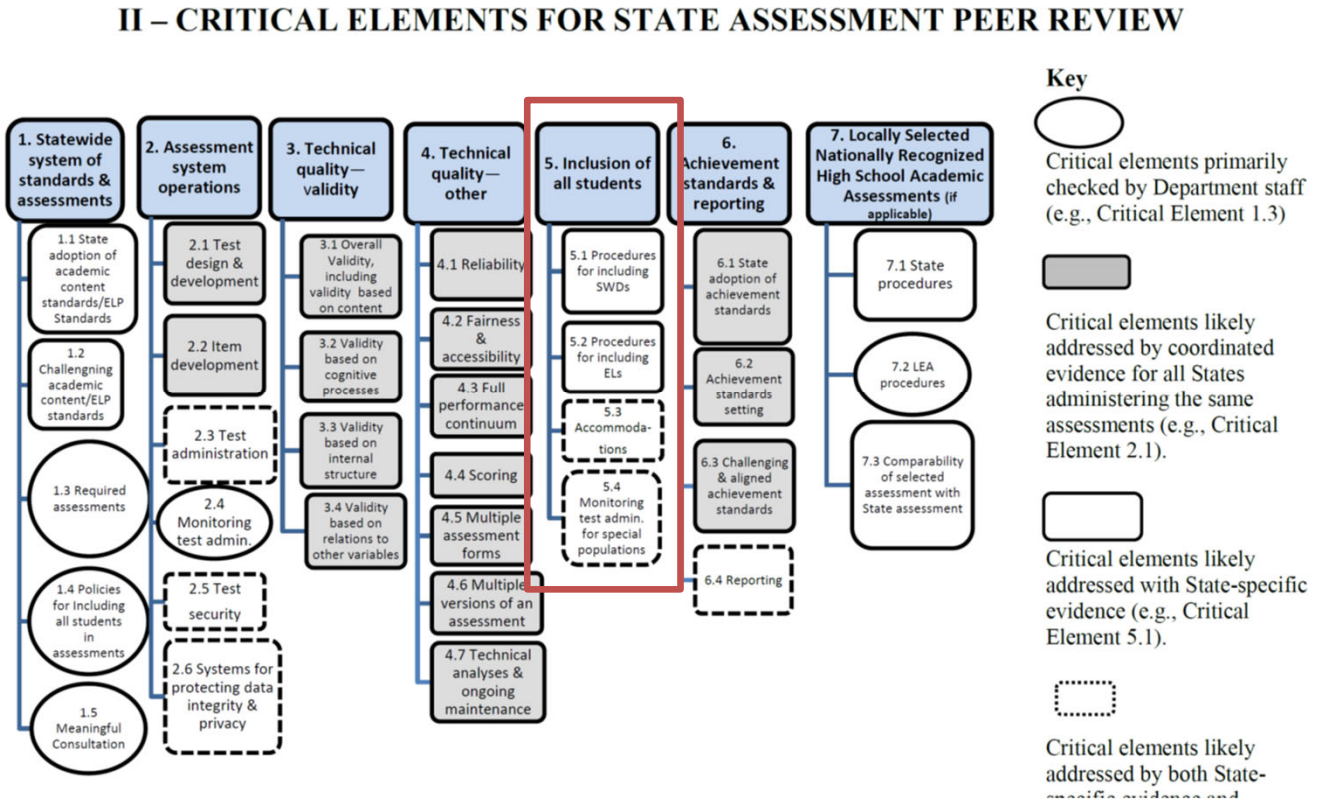
How do you see that leadership stability/instability matters for IADA?

STATEWIDE ASSESSMENTS MUST MEET RIGOROUS REQUIREMENTS (PEER REVIEW > PILOT ENDS)

Come to the sessions tomorrow:

3E. Including all Students in the IADA

3F. Meeting Peer Review Requirements in IADA



ANNUAL PERFORMANCE REPORT (APR)

I: Progress toward Plan and Timeline--Including scaling progress

II: Student Performance

III: School Demographic Information

IV. Consultation and Feedback--Including feedback on satisfaction with the system from teachers, principals/other school leaders, parents

V-A. Evidence that SEA or consortium developed a valid, reliable, and comparable innovative assessment system

V-B. Update on Meeting Requirements of Section 1111(b)(2)(B)—Important to meet ESEA assessment requirements in general

VI: Training on and Familiarization with the Innovative Assessment System—Including training for administering, scoring, test irregularities, sensitivity and bias, protecting PII, etc.; and familiarize students, parents, LEA school staff, etc.

VII: Use of Innovative Assessment Data—Describe how teachers, principals, and other school leaders are using the innovative assessment data

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

IX: Parental Notification

X: Assurances

XI: Budget

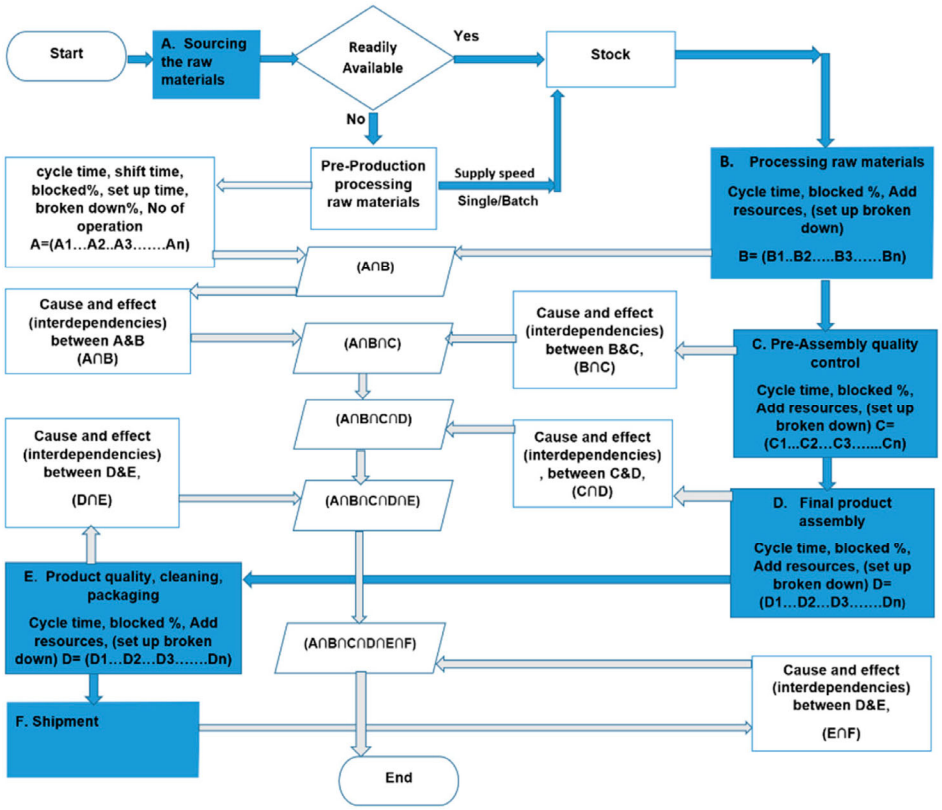
XII: Certification

QUALITY CONTROL AND QUALITY ASSURANCE

Quality control and quality assurance are critical to the success of a state testing program!

Requires close cooperation among assessment companies, DOE staff, and LEAs.

Nobody is happy when scores need to be re-issued!



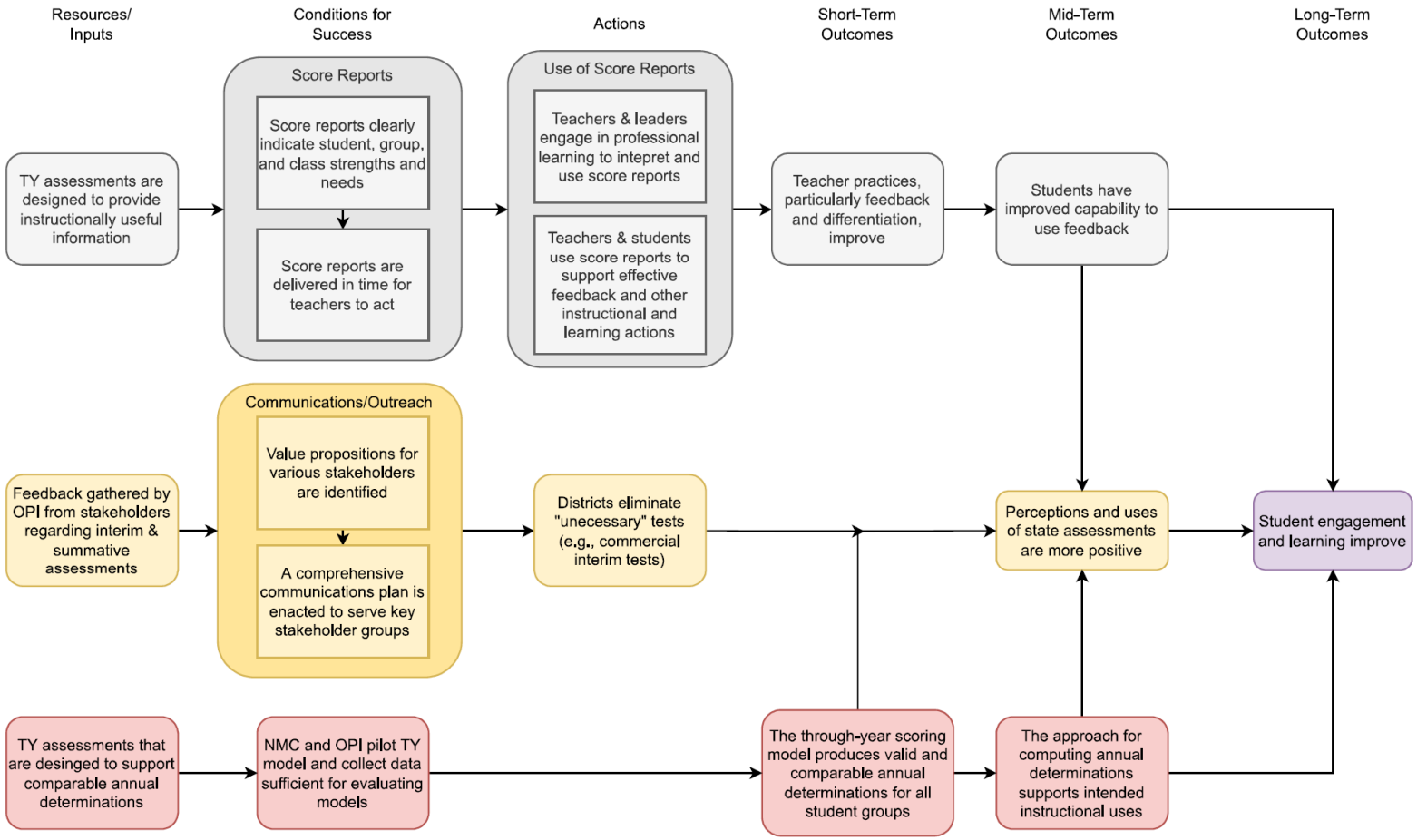
WHY AND HOW TO INNOVATE?

- First, leaders and stakeholders need to be exceptionally clear about the "problem" they are trying to solve as well as recognizing the conflation of assessment and accountability.
- States and districts can innovate without the Demonstration Authority.
- Most states have considerable flexibility within state policies to innovate their assessment systems. For example:
  - Including performance tasks, technology-enhanced items, and other innovations.
  - Moving towards more balanced or "loosely-coupled" systems where the state assessment system includes common interim assessments and formative supports.
- States who are currently implementing IADA have many lessons learned they can share with other states.

Come to the sessions today:

3B. Lessons Learned about the Implementation of IADA

3C. Planning and Implementation in IADA

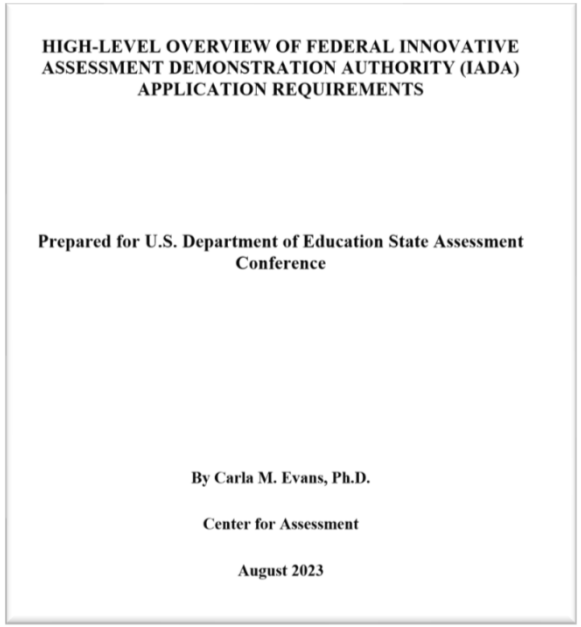


https://www.nciea.org/library/assessment-design-and-implementation-considerations-for-the-montana-alternate-student-testing-mast-pilot-program/

QUESTIONS?

ADDITIONAL RESOURCES

Paper



HIGH-LEVEL OVERVIEW OF FEDERAL INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA) APPLICATION REQUIREMENTS

Prepared for U.S. Department of Education State Assessment Conference

By Carla M. Evans, Ph.D.

Center for Assessment

August 2023

Link to paper

Blogs

https://www.nciea.org/blog/essa/education-innovators-dilemma

https://www.nciea.org/blog/being-innovative-under-essas-innovative-assessment-demonstration-authority

Website

https://knowledgeworks.org/resources/essa-policy-visioning-toolkit-assessments/

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Thank You!