



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.*

Scott Marion, Center for Assessment, [smarion@nciea.org](mailto:smarion@nciea.org)  
Carla Evans, Center for Assessment, [cevans@nciea.org](mailto: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

Day	Time	Session #. Title	Presenters
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 <i>Kinge Mbella (NC)</i> <i>Thomas Lambert (LA)</i> <i>Allison Timberlake (GA)</i>
	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 <i>Kinge Mbella (NC)</i> <i>Thomas Lambert (LA)</i> <i>Allison Timberlake (GA)</i>
	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



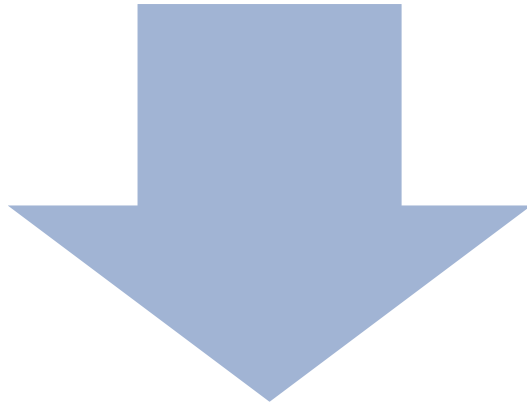
## FUNDAMENTAL TENSIONS IN IADA



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 support the calculation of valid, reliable scores

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

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

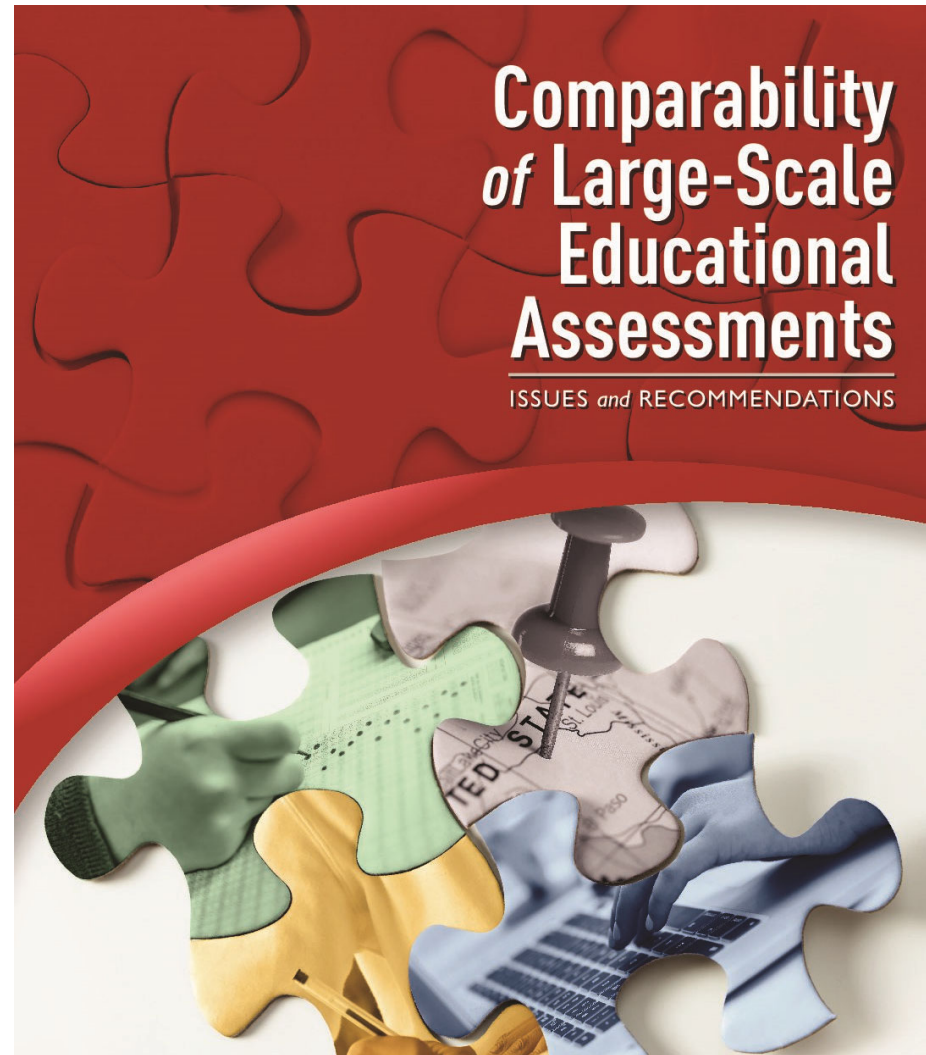


# COMPARABILITY

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!*

Innovation

Scaling  
Statewide



# RESEARCH ON SCALE

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.

## Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change

by Cynthia E. Coburn

The issue of "scale" is a key challenge for school reform, yet it remains undertheorized in the literature. Definitions of scale have traditionally restricted to scope, focusing on the expanding number of schools reached by a reform. Such definitions mask the complex challenge of reaching out broadly while simultaneously cultivating the depth of change necessary to ensure that positive organizational

evidence for the multidimensional nature of scale, this work has yet to be brought together and synthesized. Thus, the traditional definition continues to hold considerable weight, framing most empirical studies and forming the foundation of many theoretical discussions on scale. How educational researchers and reformers define scale may

REVIEWS/ESSAYS

## The Multiple Meanings of Scale: Implications for Researchers and Practitioners

Richard Paquin Morel<sup>1</sup>, Cynthia Coburn<sup>1</sup>, Amy Koehler Catterson<sup>2</sup>, and Jennifer Higgs<sup>3</sup>

A might be profile as networks (C)2013 Co Schools p based one of "scale" form, it re assess (E) To do would be dominant given refer is a concept multiple s toward del ing reform (E)more character: (M)ore, 20 the growth makes the local offices in state scale suffered from a lack of conceptual clarity (Coburn, 2003). However, a steady stream of research has improved the situation, offering clearer conceptualizations and empirical studies of scale (e.g., Clarke & Dale, 2009; Coburn, 2003; Paquin & Glass, 2013; Schoenfeld & McDevitt, 2007; 2007b; Staufford & Danne, 1998).

Interest in the study of scale has grown over the past three decades, yet it still suffers from a lack of conceptual clarity. Despite attempts at conceptualizing scale, there is still wide diversity in how the term "scale" is used. These differences matter. They impact how scale is studied, the strategies used to achieve scale, and the lessons we can draw across studies of the scale of innovations. In this article, we argue that scale is a polysemic and dynamic phenomenon. There are multiple, legitimate definitions of scale, and each definition can shift over time, depending on the goals and needs of reformers. Drawing upon an extensive review of the literature, we present a typology of scale comprising four predominant conceptualizations in the literature. We detail the conceptualizations and discuss the effectiveness and challenges of each. We conclude by offering implications of the polysemic, dynamic nature of scale for researchers and reformers. Presenting this typology, we aim to spark new conversations about scale and to help guide future scale research and practice.

**Keywords:** educational policy, educational reform, organization theory/change, policy, qualitative research

The challenge of bringing educational innovations<sup>1</sup> to scale has concerned researchers, policymakers, and reformers for over three decades. Innovations that succeed in small settings face challenges when expanded to more locations. Starting in the late 1990s with Hoxby's (1996) essay, scholars have increasingly turned their attention to the problem of scale, local offices in state scale suffered from a lack of conceptual clarity (Coburn, 2003). However, a steady stream of research has improved the situation, offering clearer conceptualizations and empirical studies of scale (e.g., Clarke & Dale, 2009; Coburn, 2003; Paquin & Glass, 2013; Schoenfeld & McDevitt, 2007; 2007b; Staufford & Danne, 1998).

Still, a lack of clarity remains. Across studies, terms like "scale," "scale up," "scaling," "spread," and "to scale" are often used interchangeably but with quite different meanings. Such differences in definition are not trivial. A lack of shared understanding about the meaning of scale inhibits scholarly conversations on issues such as the identification of appropriate research designs and the development of new knowledge about relevant strategies for effectively designing scale. The lack of shared understanding creates challenges for drawing lessons across studies to inform future research and efforts at achieving scale. With many resources and much effort dedicated to scaling educational

innovations, developing a clear conceptual foundation for scale is critical. Drawing on an extensive review of the literature from a variety of fields, we argue that there are multiple, legitimate ways to conceptualize scale. While all conceptualizations share the requirement that innovations become widespread, we identified four distinct ideas among researchers and reformers about how people *achieve* an innovation for them to be considered "to scale." We call these conceptualizations adoption, replication, adaptation, and reinvention. We show how each conception has distinct effectiveness and challenges for researchers and reformers, requiring different research designs and different strategies for bringing scale. We move beyond prior attempts to conceptualize scale that argue for one particular conceptualization (e.g., Coburn, 2003; McDonald, Kovacs, Kaufman, & Schmidt, 2006), so to describe when and under what conditions different conceptualizations might be appropriate. We also argue that scale is dynamic, rather than static, with the possibility that conceptualizations may shift over time. By acknowledging scale as a

<sup>1</sup>Northeastern University, Emerson, IL  
<sup>2</sup>State University of New York at Albany, Albany, NY  
<sup>3</sup>University of California, Davis, CA

Educational Researcher, Vol. 30(1) No. 1, pp. 1-9  
DOI: 10.1207/s15326985er30010101coburn  
Article reuse guidelines: www.tandem.co.uk/journalspermissions  
© 2013 IAEA, http://www.iaea.org

www.iaea.org





# 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?**

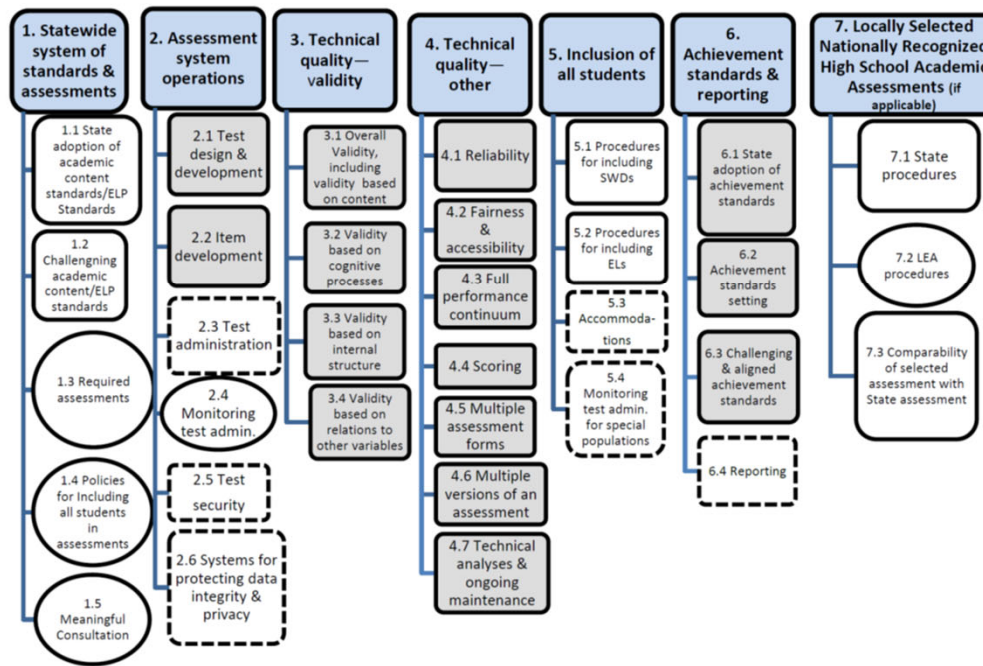




# STATEWIDE ASSESSMENTS MUST MEET RIGOROUS REQUIREMENTS

## II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW

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



### Key

- Critical elements primarily checked by Department staff (e.g., Critical Element 1.3)
- Critical elements likely addressed by coordinated evidence for all States administering the same assessments (e.g., Critical Element 2.1).
- Critical elements likely addressed with State-specific evidence (e.g., Critical Element 5.1).
- Critical elements likely addressed by both State-specific evidence and coordinated evidence.



## **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?**



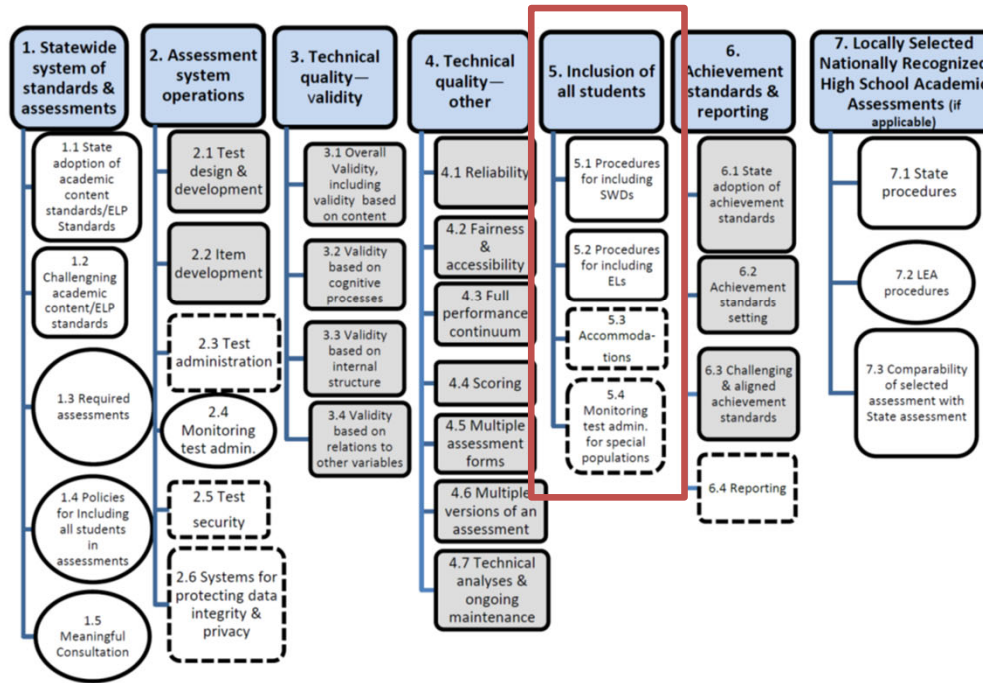
# STATEWIDE ASSESSMENTS MUST MEET RIGOROUS REQUIREMENTS (PEER REVIEW > PILOT ENDS)

## II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW

Come to the sessions tomorrow:

**3E. Including all Students in the IADA**

**3F. Meeting Peer Review Requirements in IADA**



**Key**

- Critical elements primarily checked by Department staff (e.g., Critical Element 1.3)
- Critical elements likely addressed for coordinated evidence for all States administering the same assessments (e.g., Critical Element 2.1).
- Critical elements likely addressed with State-specific evidence (e.g., Critical Element 5.1).
- Critical elements likely addressed by both State-specific evidence and...



# 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**

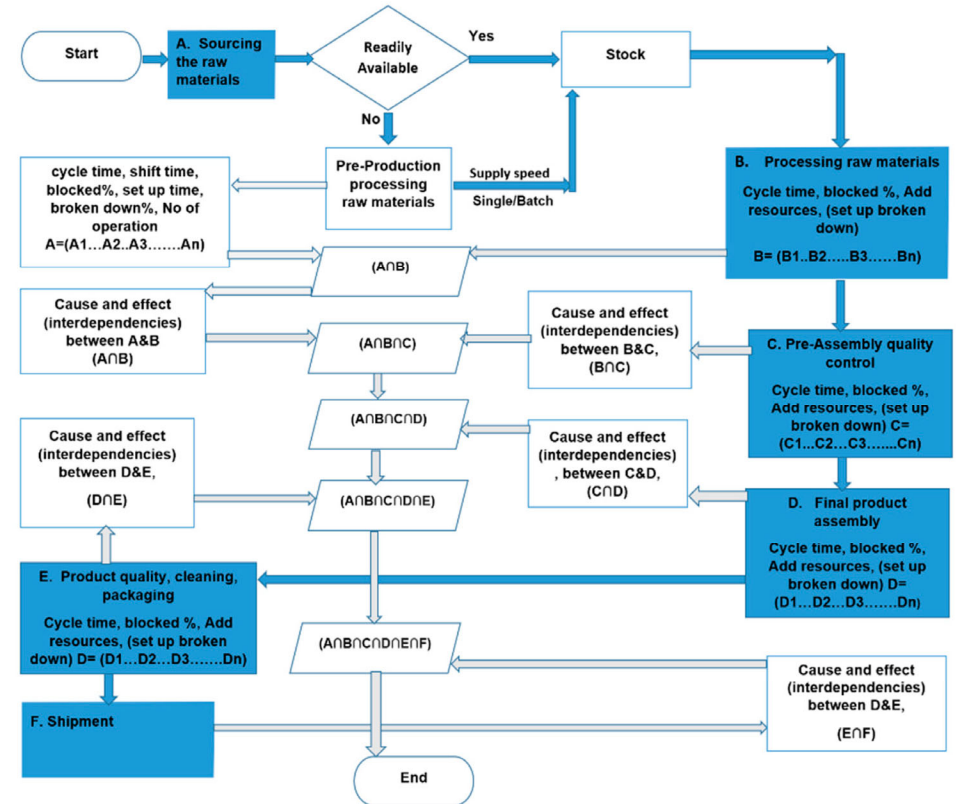


# QUALITY CONTROL AND QUALITY ASSURANCE

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!







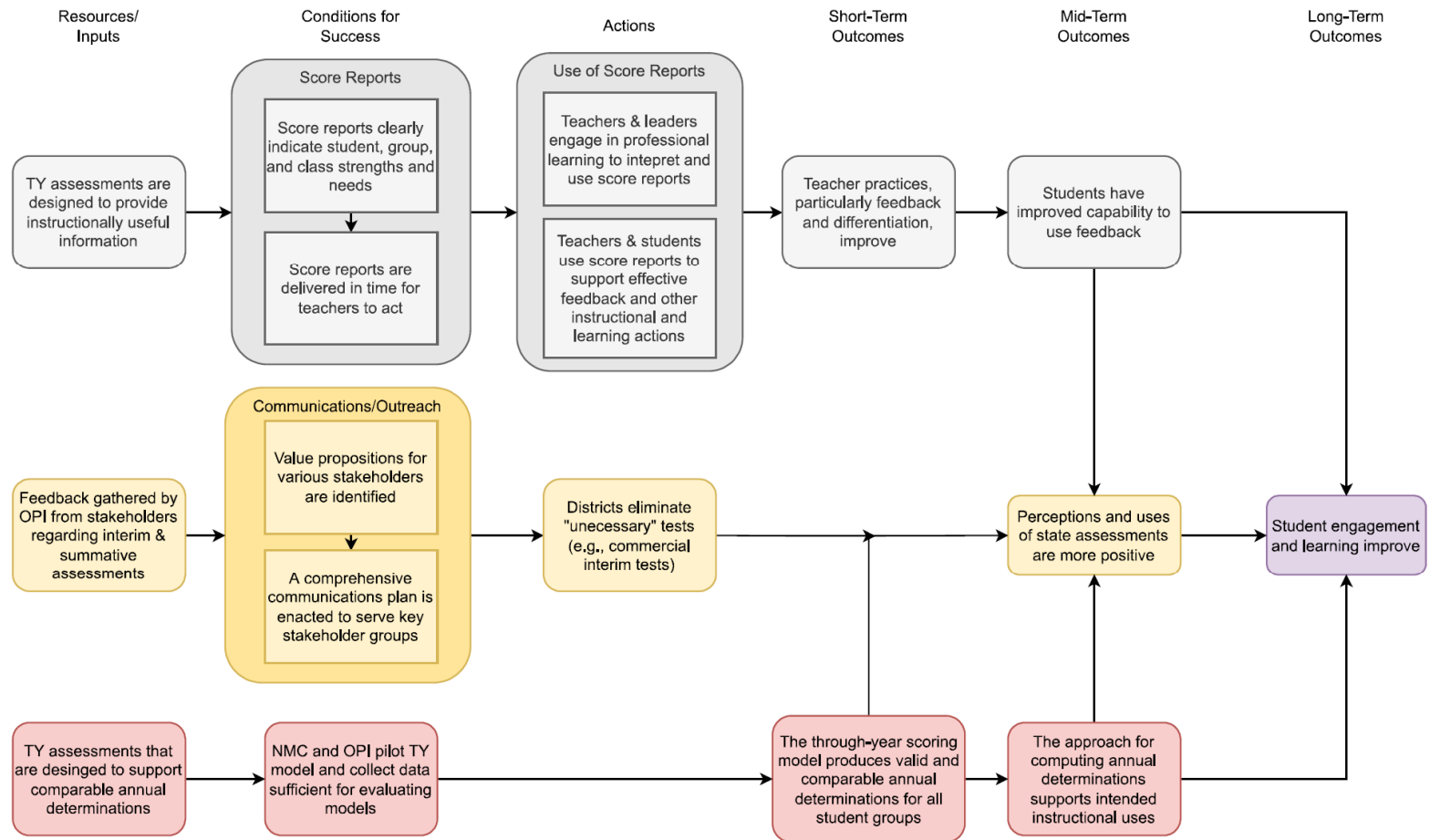
## WHY AND HOW TO INNOVATE?

- 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/>



## FOCUS AREA 3 SESSIONS

Day	Time	Session #. Title	Presenters
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 <i>Kinge Mbella (NC)</i> <i>Thomas Lambert (LA)</i> <i>Sam Ribnick (MA)</i> <i>Allison Timberlake (GA)</i>
	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 <i>Kinge Mbella (NC)</i> <i>Thomas Lambert (LA)</i> <i>Sam Ribnick (MA)</i>
	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



**Thank You!**