OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

SCHOOL SUPPORT AND ACCOUNTABILITY

2023 State Assessment Conference

The Future of the Innovative Assessment Demonstration

Authority (IADA)

September 26, 2023

FOCUS AREA: 3

THE FUTURE OF THE INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA)

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AGENDA

- Background of IADA
- IES Evaluation of the IADA
- Taking Stock
  - IADA's Request for Information
- What's Next
  - IADA Participation
  - IADA Applications
  - Comparability
  - CGSA Funding Opportunities

BACKGROUND

IADA Statute & Regulations

- Section 1204 of the ESEA permits the Department to allow State educational agencies (SEAs) to:
  - Implement a pilot of a new assessment system in a small number of schools or local educational agencies (LEAs).
  - Evaluate that new assessment system while maintaining the existing State assessment for the rest of the State.
  - 34 CFR § 200.104-108 list regulations for definitions, application requirements, selection criteria, timelines, transitions, extensions and waivers.

BACKGROUND

IADA Participation

- Since 2016, the Department has approved five States (Georgia, Louisiana, Massachusetts, New Hampshire, and North Carolina) to participate in IADA.

- Two States (New Hampshire in 2021 and Georgia in 2022) have subsequently withdrawn.

U.S. Department of Education 2023 State Assessment Conference

BACKGROUND

IADA Participation

- Four application windows have been offered:
  - 2018: LA, NH
  - 2019: GA, NC
  - 2020: MA
  - 2021: No applicants
  - See https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/iada/ for details on all pilots (applications, annual reports)

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EVALUATION OF THE IADA

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Evaluating the Federal Innovative Assessment Demonstration Authority

Early Implementation and Progress of State Efforts to Develop New Statewide Academic Assessments

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September 26th, 2023

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Overview of IADA and the Study
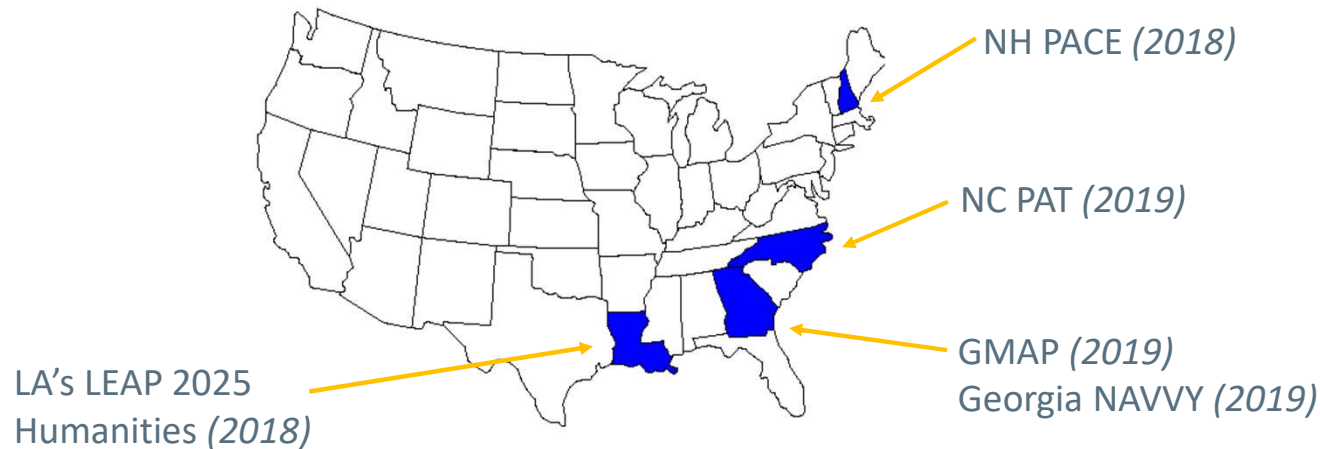
- Program
  - Goal: move states within 5 years to better assessments for guiding instruction and accountability
  - Provides flexibility, no funding

- Study
  - Mandated by Congress
  - 1st report on "progress"
    - https://ies.ed.gov/ncee/pubs/2023004/
  - 2nd report on "best practices"

What Does the Progress Report Cover?

NH PACE *(2018)*

NC PAT *(2019)*

GMAP *(2019)*
Georgia NAVVY *(2019)*

LA's LEAP 2025
Humanities *(2018)*

- What were the key objectives and features of the IADA systems?
- How "ready" were the IADA systems to meet early program expectations?
- How far along were the IADA systems after 2020–21?
- What challenges did IADA systems report?

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1. **IADA systems use different approaches, but all target key program goals: increase timeliness and relevance for instruction**
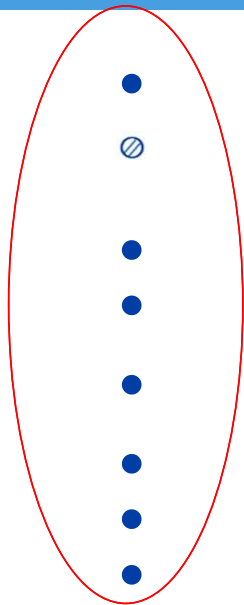
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All 5 aimed to increase timely access to data during the school year and to make data more meaningful, relevant for teaching

Planned assessment features	Typical traditional assessment system	IADA assessment system				
		NH PACE	LEAP 2025 Humanities	NC PAT	GMAP Through-Year Assessment	Navvy
How many summative assessments are administered?	1	0	1	1	0	0
How many interim assessments are administered?	0	Number can vary	3	3	3	Number can vary
When are assessments administered?	Preset assessment window, typically in spring	Flexible, teacher-determined as part of curriculum	Preset assessment windows	Preset assessment windows	Preset assessment windows	Flexible, district-determined

SOURCE: Application materials and annual performance reports for New Hampshire, Louisiana, North Carolina, and Georgia through 2020–21.

2. At start of demonstration, some systems more ready than others to administer operational assessments (OAs), an early program expectation

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Only one system started IADA ready to administer OA within a year

Major activity and sub-activity	System status at the start of IADA				
	NH PACE	LEAP 2025 Humanities	NC PAT	GMAP Through-Year Assessment	Navvy
Initial planning of assessment					
Test and item requirements established	●	○	○	⊘	●
Other initial planning completed	⊘	●	⊘	⊘ !	⊘ !
Prepare for first operational assessment					
Initial items developed	●	○	○	⊘	●
Items piloted	●	○	○	⊘	●
Appropriate testing accommodations ensured	●	● !	●	⊘	●
Assessment administration procedures developed	●	⊘	● !	○ !	●
Professional development conducted	●	○ !	○	⊘	⊘ !
Operational assessment administered	●	○	○	○	○

● = conducted activity; ⊘ conducted part of activity; ○ = no report of activity or not yet applicable
! Interpret with caution, as application materials were unclear about these activities.

SOURCE: IADA applications and application addenda for New Hampshire, Louisiana, North Carolina, and Georgia.

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Others needed more work to be ready, with extent of work varying

Major activity and sub-activity	System status at the start of IADA				
	NH PACE	LEAP 2025 Humanities	NC PAT	GMAP Through-Year Assessment	Navvy
Initial planning of assessment					
Test and item requirements established	●	○	○	⊘	●
Other initial planning completed	⊘	●	⊘	⊘ !	⊘ !
Prepare for first operational assessment					
Initial items developed	●	○	○	⊘	●
Items piloted	●	○	○	⊘	●
Appropriate testing accommodations ensured	●	● !	●	⊘	●
Assessment administration procedures developed	●	⊘	● !	○ !	●
Professional development conducted	●	○ !	○	⊘	⊘ !
Operational assessment administered	●	○	○	○	○

● = conducted activity; ⊘ conducted part of activity; ○ = no report of activity or not yet applicable
! Interpret with caution, as application materials were unclear about these activities.

SOURCE: IADA applications and application addenda for New Hampshire, Louisiana, North Carolina, and Georgia.

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3. **Systems established some foundation for operationalizing assessments, but made limited progress in first years of demonstration**

Some still had initial planning/preparation activities to complete by 2020–21

Major activity and sub-activity	System status at the end of 2020–21				
	NH PACE	**LEAP 2025 Humanities**	**NC PAT**	**GMAP Through-Year Assessment**	**Navvy**
Initial planning of assessment					
Test and item requirements established	●	●	●	○	○
Other initial planning completed	●	●	⊘	●	●
Prepare for first operational assessment					
Initial items developed	⊘	●	⊘	⊘	⊘
Items piloted	●	○	●	●	●
Appropriate testing accommodations ensured	●	●	○	○	●
Assessment administration procedures developed	●	●	○	○	⊘
Professional development conducted	○	○	○	○	○
Operational assessment administered	●	○	○	○	○

● = met all indicators for activity;   ⊘ met at least one indicator for activity;   ○ = did not meet any indicators or indicators for activity not yet applicable
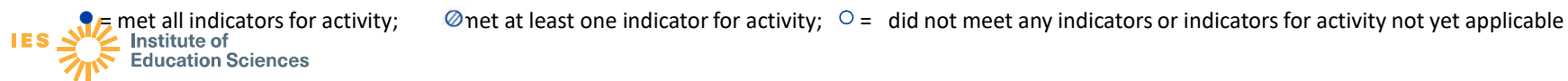
Only one completed an OA, some post-admin/improvement activities

Major activity and sub-activity	System status at the end of 2020–21				
	NH PACE	LEAP 2025 Humanities	NC PAT	GMAP Through-Year Assessment	Navvy
Operational assessment administered	●	○	○	○	○
Post-administration activities					
Technical quality of scores ensured	⊘	○	○	○	○
Reports produced	⊘	○	○	○	○
Data from operational assessment used	○	○	○	○	○
Continuous improvement activities					
Feedback on the system obtained	●	○	○	○	○
Annual evaluation conducted	●	○	○	○	○
Progress toward scaling up the system made	○	○	○	○	○

● = met all indicators for activity;   ⊘ = met at least one indicator for activity;   ○ = did not meet any indicators or indicators for activity not yet applicable

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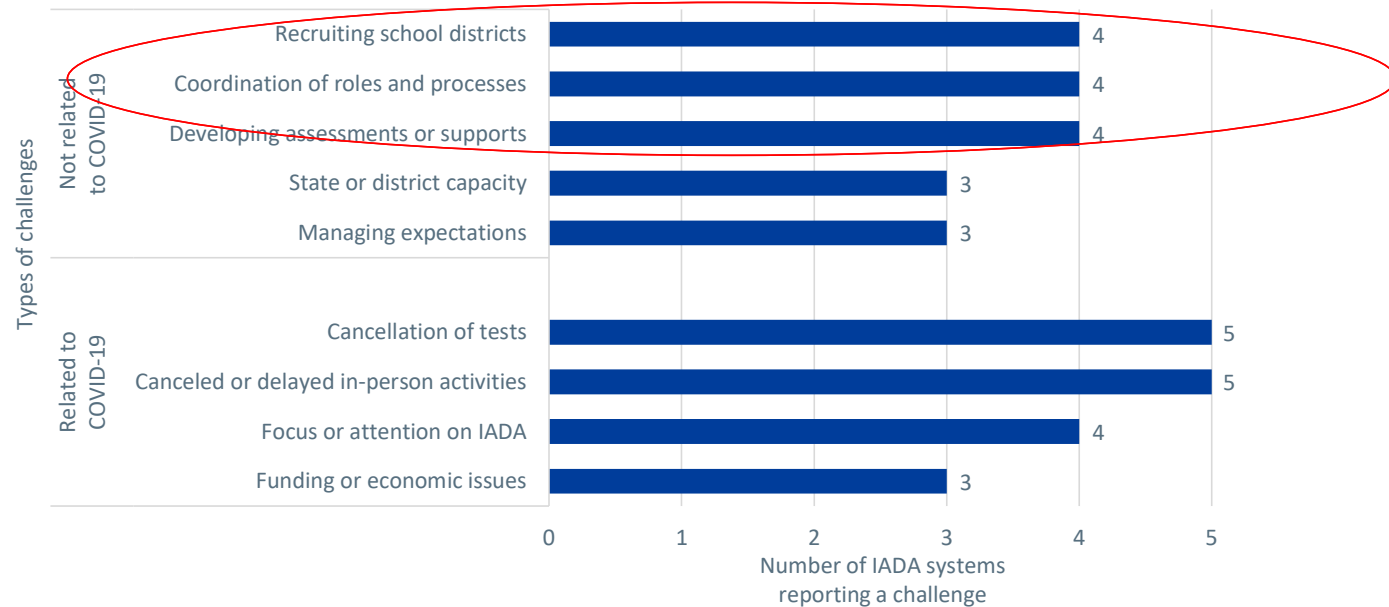# Most systems not yet advancing through major implementation activities

Major activity and sub-activity	System status at the start of IADA					Major activity and sub-activity	System status at the end of 2020-21				
	NH PACE	LEAP 2025 Humanities	NC PAT	GMAP Through-Year Assessment	Navy		NH PACE	LEAP 2025 Humanities	NC PAT	GMAP Through-Year Assessment	Navy
Initial planning of assessment						**Initial planning of assessment**					
Test and item requirements established	●	○	○	⊘	●	Test and item requirements established	●	●	●	○	○
Other initial planning completed	⊘	●	⊘	⊘!	⊘!	Other initial planning completed	●	●	⊘	●	●
Prepare for first operational assessment						**Prepare for first operational assessment**					
Initial items developed	●	○	○	⊘	●	Initial items developed	⊘	●	⊘	⊘	⊘
Items piloted	●	○	○	⊘	●	Items piloted	●	○	●	●	●
Appropriate testing accommodations ensured	●	●!	●	⊘	●	Appropriate testing accommodations ensured	●	●	○	○	●
Assessment administration procedures developed	●	⊘	●!	○!	●	Assessment administration procedures developed	●	●	○	○	⊘
Professional development conducted	●	○!	○	⊘	⊘!	Professional development conducted	○	○	○	○	○
Operational assessment administered	●	○	○	○	○	**Operational assessment administered**	●	○	○	○	○

● = met all indicators for activity; ⊘ = met at least one indicator for activity; ○ = did not meet any indicators or indicators for activity not yet applicable

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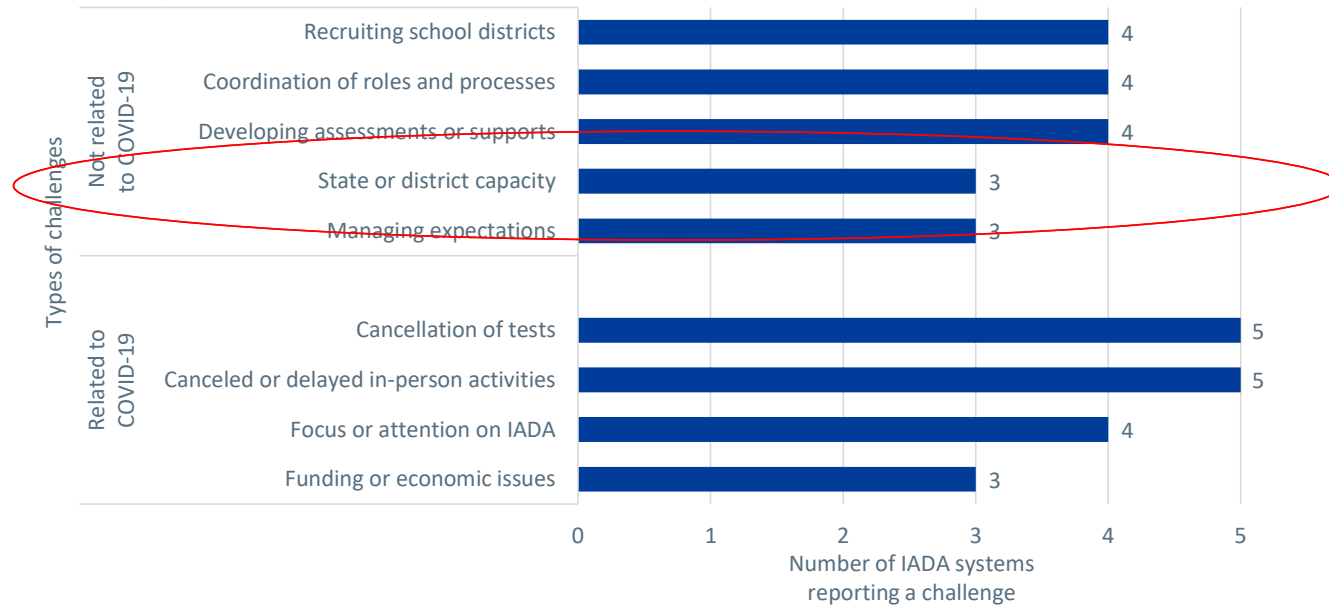**4. Challenges hampered IADA system development and implementation, with pandemic a major disruption**

Recruiting, preparing districts were challenges reported by most systems

**Challenges related to IADA system development and implementation through 2020–21**

Types of challenges

Not related to COVID-19
- Recruiting school districts — 4
- Coordination of roles and processes — 4
- Developing assessments or supports — 4
- State or district capacity — 3
- Managing expectations — 3

Related to COVID-19
- Cancellation of tests — 5
- Canceled or delayed in-person activities — 5
- Focus or attention on IADA — 4
- Funding or economic issues — 3

Number of IADA systems reporting a challenge

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Limited capacity, managing stakeholder expectations also common challenges

Challenges related to IADA system development and implementation through 2020–21

Pandemic effects on ESEA testing, in-person activities were challenges for all

Challenges related to IADA system development and implementation through 2020–21
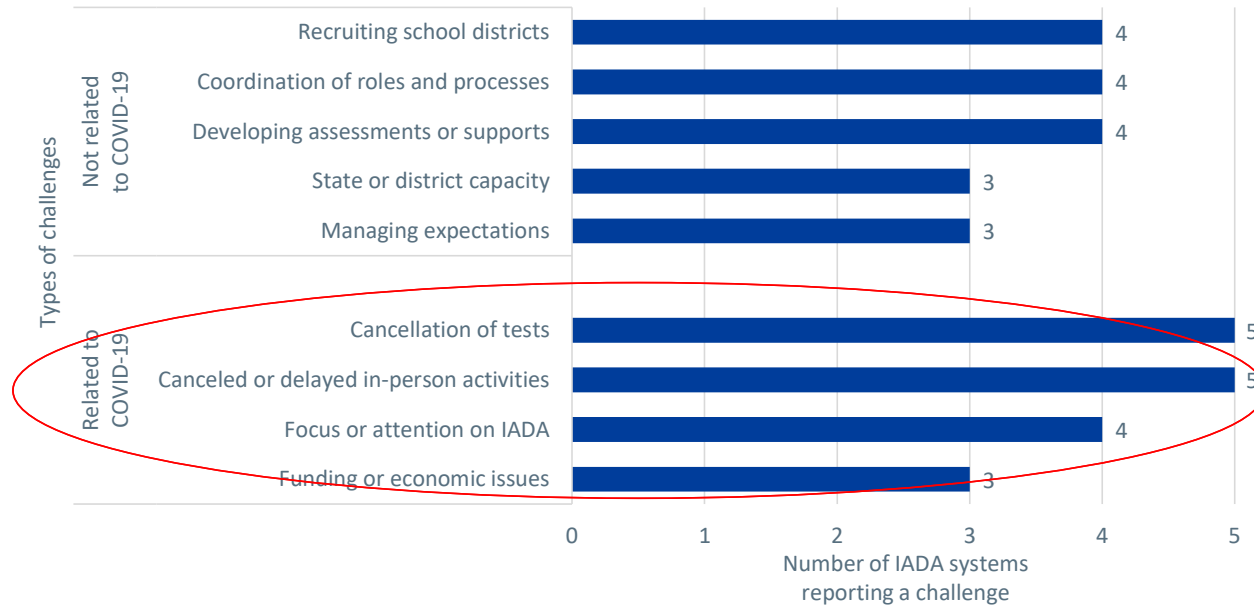
Key Findings

- All five IADA systems intended to increase the usefulness of their assessments, but few could use their assessments within a year

- The systems had still only made limited progress by 2020–21

- States reported several implementation challenges with COVID-19 pandemic causing major disruptions

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Looking Ahead

The struggles during demonstration period raise questions for policymakers to consider:

- How are states weighing benefits and costs of participating?

- Is IADA truly facilitating "innovation"?

- What additional federal supports are possible for IADA?

The Next Report: "Best Practices"

- How innovative are the IADA assessments using Congress and the Department's definitions of innovation?

- How far have the IADA systems gotten in terms of the objectives of IADA - overall and since Report One?

- What challenges make it difficult for IADA systems to meet IADA's goals?

- What development and implementation practices worked well for IADA systems?

We hope to inform: Development, Implementation, and Innovative assessment practices that might benefit IADA systems

Steps to Prepare the Next Report

- Collect APRs for IADA participants through 2022-23 SY (Winter 2023)

- Interview state assessment officials in current and former IADA systems, and in non-IADA systems (Spring 2024)

- Interview TAC and venders working with above systems (Spring 2024)

- Publish report in early 2025.

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Questions?

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WHAT'S NEXT FOR THE IADA

TAKING STOCK

April 2023 Request for Information (RFI)

Department sought feedback regarding:

- Alternative methods to establish comparability of the IADA pilot and the current State assessment.
- IADA timelines.
- Other perceived barriers to the IADA.

APRIL 2023 REQUEST FOR INFORMATION (RFI)

- 8,846 comments received.
  - 8,800 duplicated comments as a result of a large writing campaign.
  - 46 other unique comments received.
  - Comments available at: https://www.regulations.gov/docket/ED-2023-OESE-0043/comments?sortBy=postedDate&sortDirection=desc
    (hint—sort by newest to oldest to see the majority of unduplicated comments)

NEXT STEPS FOR IADA

IADA Participation

- ESEA statute limited to seven the number of States that could be approved under IADA during an "initial demonstration period."

- Given the time since the first state was approved (2018) together with the publication of the IES report (2023), the "initial demonstration period" has now ended.

- All interested States may now apply either individually or as part of a consortium for approval in the IADA, without a limitation on the total number of States that may receive the IADA.

NEXT STEPS FOR IADA

IADA Applications

- The Department is establishing two regular submission windows for complete IADA applications.
- The Department will offer two application opportunities per calendar year:
  - The first Friday in May (for review and approval prior to the upcoming school year – e.g., submission in May 2024, approval by August for a State that is ready to implement for the 2024-2025 school year).
  - The first Friday in December (for review and approval in the spring prior to the upcoming school year – e.g., submission in December 2024, approval by March 2025 for a State that is ready to implement for the 2025-2026 school year).

NEXT STEPS FOR IADA

Regarding Comparability

Statute requires*

- Any alternative comparability method must ensure that the pilot assessment **"could express student results or student competencies in terms consistent with the State's aligned academic achievement standards under section 1111(b)(1)"** and **"generate results that are valid and reliable, and comparable, for all students and for each subgroup of students"** compared to the statewide assessment.
- Any evaluation of alignment must consider **both** the State's **content and achievement standards.**

*ESEA section 1204(e)(2)(A)

NEXT STEPS FOR IADA

Regulations* Provide Five Methods for Evaluating Comparability:

A. Administering **full assessments** from **both the innovative and statewide assessment** systems to all students enrolled in participating schools.

B. Administering **full assessments from both the innovative and statewide assessment systems** to a **demographically representative sample** of all students and subgroups of students.

C. Including **as a portion of the innovative assessment system items or performance tasks from the statewide assessment system** that have been previously pilot tested or field tested for use in the statewide assessment system.

D. Including **as a portion of the statewide assessment system items or performance tasks from the innovative assessment system** that have been previously pilot tested or field tested for use in the innovative assessment system.

E. An <u>**alternative method for demonstrating comparability**</u> 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.

*34 CFR §200.105 (b)(4)(i)(A through E)

NEXT STEPS FOR IADA

Regarding Comparability

A comparability evaluation can be based upon:

1. Evidence of the alignment of both the innovative assessment and the statewide assessment to the content standards.

2. Evidence of the consistency of achievement classifications across the two systems.

NEXT STEPS FOR IADA
Regarding Comparability

- When applying for IADA, States **must describe a plan** to evaluate comparability once the IADA pilot is implemented.
- It is expected that this comparability plan **will have the potential** to satisfy IADA statute and regulations.
- It is **NOT expected** that States will have established the comparability of the IADA pilot at the time of the IADA application.
- A State does not need to have comparability at the scale score level – this is more about consistency of achievement level classifications given IADA is used in accountability determinations.

NEXT STEPS FOR IADA

An Example of an "Alternative" Method of Comparability (from IADA)

- In New Hampshire's IADA pilot, the State used a "non-concurrent" comparability approach.

- For example, the State compared results of students taking the grade 3 reading/language arts (R/LA) statewide assessment in 2017-2018 with results for the same students taking the grade 4 PACE R/LA pilot assessment in 2018-2019.

- New Hampshire compared the _achievement level_ match across tests and years.

- New Hampshire asserted that these results "demonstrated remarkable consistency of expectations for the same students as we would expect some growth to proficiency from one year to the next."

- New Hampshire also found positive, moderate correlations between the State test and PACE, which was "noteworthy given the intentional differences in design and purpose of the assessments."

See https://www2.ed.gov/admins/lead/account/iada/nh-annual-perf-rpt1819.pdf, page 117 for presentation of non-concurrent validity comparisons of New Hampshire's PACE pilot with the New Hampshire statewide assessment

NEXT STEPS FOR IADA

Another Example (not from IADA)

States that have implemented the nationally recognized, locally selected high school assessment flexibility of the ESEA (section 1111(b)(2)(H)) **have demonstrated comparability** between the **statewide assessment and the nationally recognized assessment** using this approach based on evidence of alignment for both assessments and consistency of achievement classifications for both assessments.

- Currently, MS, ND, and OK have been approved to permit a district to administer a nationally recognized, locally selected high school assessment in lieu of the statewide assessment.
- See Critical Element 7.3, pages 76-77 in the Guide for Assessment Peer Review https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreview.pdf

NEXT STEPS FOR IADA

Another Example (not from IADA)-continued

For this comparability evaluation, States must demonstrate that the nationally recognized high school assessment:

- Is equivalent to or more rigorous than the statewide assessment, with respect to
  - The coverage of academic content;
  - The difficulty of the assessment;
  - The overall quality of the assessment; and
  - Any other aspects of the assessment that the State may establish in its technical criteria; and
- Can produce valid and reliable data on student academic achievement with respect to all high school students and each subgroup of high school students that are comparable to student academic achievement data for all high school students and each subgroup of high school students produced by the statewide assessment at each academic achievement level.

NEXT STEPS FOR IADA

IADA Funding Opportunities

- The Department's last two competitions for the Competitive Grants for State Assessments (CGSA) program provided grants that support IADA planning and implementation, explicitly, as well as other grants that support State development of new assessment designs.
- The purpose of the CGSA program is to enhance the quality of assessment instruments and assessment systems used by States for measuring the academic achievement of elementary and secondary school students.
- All of the CGSA statutory uses of funds are well aligned with IADA and we encourage States to propose ideas that align with IADA in their future CGSA applications.

NEXT STEPS FOR IADA

IADA Funding Opportunities

- Between the 2020 and 2022 CGSA competitions, the Department funded 13* projects ($35+ million in total) that involve either innovative assessment planning, development, or design and implementation.

- Congress appropriated $20.9 million for CGSA in fiscal year 2023; a competition is forthcoming later this school year. More information will be provided as it is available.

*See HI (IADA planning), MA (IADA implementation), TX, NE, LA (IADA implementation) CGSA awards in 2020; HI, LA (IADA implementation), NE, MT, MO, NY, KY, NC CGSA awards in 2022; abstracts at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/competitive-grants-for-state-assessments/awards/

ASSESSMENT PEER REVIEW

Open Call for Assessment Peer Reviewers

- Department is always seeking additional experts to serve as a peer reviewer of State assessment systems, for IADA applications, and CGSA applications.
- See https://oese.ed.gov/files/2023/09/Assessment-Peer-Reviewer-Checklist-2023-24.docx

QUESTIONS?

Thank You!