

2020 IADA Application Technical Review Form Application "A"- Indiana

**IADA Score Summary February 2020
Averages Across Five Reviewers**

	possible	Application A State of Indiana
criteria	pts	
a1	10 or 5	3.8
a2	30 or 25	19.2
a3	0 or 10	7.4
a. Total	40	30.4
b1	5	3.4
b2	5	3
b3	10	6.2
b. Total	20	12.6
c1	5	4
c2	10	9
c. Total	15	13
d1	9 or 5	4.2
d2	8 or 5	0.6
d3	8 or 5	3.6
d4	0 or 10	7.2
d. Total	25	15.6
e1	12	10.4
e2	8	4.8
e. Total	20	15.2
Overall Total	120	86.8
Total Percent		72.3%

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application A Reviewer 1

Regulatory Requirement	Determination	Explanation
<p>(a) 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>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>(a)(1)</p> <p>Within the context of ensuring valid interpretation and use of assessment scores, the Indiana Department of Education (IDOE) seeks to develop the Indiana's Alternate Measure (I AM2) based on collecting evidence through embedded instructional practice and observational components to allow more precise information regarding the proficiency of students with severe cognitive disabilities on the State's content standards. Evidence gathered following the initial administration of the original Indiana's Alternate Measure (I AM) in 2019, which was a direct assessment for students using selected-response items, indicated that this alternate assessment model did not fully collect meaningful evidence on all content standards for these students.</p> <p>The IDOE will engage an external research organization and its own Technical Advisory Committee (TAC) to provide guidance and support in the planning, development, implementation and evaluation of the revised alternative to the existing I AM alternate assessment. The TAC consists of national experts in the areas of psychometrics, policy and test design.</p> <p>(a)(2)(ii)(iii)</p> <p>The IDOE will leverage the lessons learned from work by consortia and other states and the consultations it has conducted with affected stakeholders regarding the proposed I AM2. This includes the Assessment Implementation Advisory Group (AIAG), which is comprised of school corporation test coordinators, school test coordinators, principals, and educators; the Accessibility and Accommodations Advisory Group, which represents the interests of children with disabilities and English Learners; the Promoting Achievement through Technology and Instruction for all Students (PATINS) Project, a statewide technical assistance network that connects local education agencies (LEAs) to Accessible Materials, Assistive Technology, Professional Development and Technical Support through the IDOE; and Project SUCCESS, a resource center that supports higher academic achievement for students with</p>

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		<p>disabilities by providing current, research-based resources related to content standards, instructional design, and student outcomes.</p> <p>(a)(1)(iv)(v)(vi) The IDOE will also leverage results of survey disseminated to various stakeholders about support for the potential change in the current alternate assessment. Overall, 680 stakeholders provided feedback, of which 63% were educators, 15% were school administrators, 13% were parents or guardians, 8% were community members, and less than 1% who identified themselves as one of the following: Indiana Alternate Multiple Measures local school board member, student, civil rights organization member, Indian tribe member or representative, and English Learner representative.</p>
<p><u>(b) Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the</p>	<p>(b)(1) ___X___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not</p>	<p>(b)(1)(i)(ii) The IDOE assures compliance with section 1111(b)(2)(B) when transitioning to the innovative assessment for students with significant cognitive disabilities. The request for Indiana specifically is to pilot the revised alternate assessment in grades 3-8 and high school in ELA, Mathematics and Science beginning in 2021-2022 for two to three corporations.</p> <p>The current general education assessment will continue to be delivered as constructed and the existing alternate assessment, I AM, will continue to be offered in parallel to those corporations participating in the pilot from 2021-2024. The only flexibility requested as part of the grant is for the defined pilot group of school corporations participating in the pilot of I AM2 from 2021-2024.</p>

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<p>statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and</p> <p>(ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</p>	<p>demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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</p>	<p>(b)(2)</p> <p><u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u> </u> Application only partially</p>	<p>(b)(2)(i)</p> <p>The IDOE will use the same foundational blueprint of the current I AM assessment and will assess the same challenging state Content Connectors or Alternate Academic Standards aligned to the Indiana Academic Standards.</p> <p>(b)(2)(ii)</p> <p>The IDOE’s proposal may consider the integration of below grade-level content through the use of observational item rubrics and other assessment components to help pinpoint a more accurate description of what the student knows and is</p>

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<p>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>demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>able to do within a particular area of content, but will ensure the reporting for state accountability will align to and reflect on-grade level content connectors.</p>
<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>(b)(3) __X__ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during</p>	<p>(b)(3) Since the Content Connectors and essence of the expectations will not vary with the implementation of a test design embedding observational and evidence ratings, the IDOE will maintain the same performance level descriptors (Below Proficiency, Approaching Proficiency, and At Proficiency) to represent the evidence of student mastery in relation to the state's alternate content standards or Content Connectors. Additionally, a cut score validation will occur In Years 2, 3 and 4 of the IADA grant to ensure the performance level descriptors used to establish the I AM scale in 2019 can be maintained and applied to I AM2. If significant concerns arise from these validations, a full standard setting may occur at any time.</p>

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	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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.</p>	<p>(b)(4) ___X___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>(b)(4)(i)(iv) The IDOE will utilize the existing test blueprint for development of the revised assessment, I AM2. Comparability will be maintained by ensuring the same Content Connectors are assessed, and the priority by which they are assessed and the relative point values associated with each item remain constant. At the end of each IADA pilot cycle, the IDOE’s TAC and other technical partners will conduct evaluations to help maintain the comparability of the two designs.</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-</p>	<p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>_____Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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<p>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</p>		

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<p>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 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>(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</p>	<p>(b)(5) _____ Application demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>(b)(5)(i) The IDOE has four criteria that are used by Case Conference Committees annually to determine the participation of students in the alternate assessment. They include: (1) review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior; (2) the student requires extensive, repeated, individualized instruction and support that is not of a temporary nature; (3) the student uses substantially adapted materials and</p>

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<p>extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and (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><u> X </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings; and, (4) goals listed in the Individualized Education Program (IEP) for the student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).</p> <p>(b)(5)(ii)(iii) The IDOE will extend to the I AM2 the existing accommodations for the I AM alternate assessment to ensure the accessibility of the content being assessed while also maintaining the validity of the assessment. The underlying conceptual framework for the I AM was modeled on the Evidence-Centered methodology, which delineates the core variables related to accessibility and accommodations policies and instructional and student needs that should be considered to make informed achievement decisions.</p> <p>The IDOE will offer both an online mode and paper test forms where the paper and online forms are mirror representations of each other.</p> <p>The I AM2 is specified for students with disabilities, and therefore has robust policies and supports for inclusion of this population. However, there is no specific information on what supports will be available for EL students with severe cognitive disabilities.</p>
<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 students, and 95 percent of students</p>	<p>(b)(6) <u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>(b)(6) Indiana bases participation in all of its assessments as required by section 1111(c)(4)(B) of the Act and cites this code as part of the state policy manual. The focus of the alternate assessments (I AM and I Am 2) is most specifically for students with significant cognitive disabilities, or 1 percent of the overall student population.</p>

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<p>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>___Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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</p>	<p>(b)(7)</p> <p><u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan</p>	<p>(b)(7)(i)(ii)</p> <p>The IDOE will not provide a discrete score following each through-course measure. The summative values will only be represented following the fourth and final assessment near the end of the school year.</p> <p>The IDOE will continue to use the three policy performance level descriptors (Below Proficiency, Approaching Proficiency, and At Proficiency) that were adopted for the existing alternate assessment. The Content Connectors and essence of the expectations will not vary with the implementation of a new test design embedding observational and evidence ratings.</p>

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<p>for the grade in which the student is enrolled; or (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>to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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</p>	<p>(b)(8) ___X___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during</p>	<p>(b)(8) The IDOE will continue to maintain the same reporting structure (Student Performance at Each Proficiency Level, Student Performance for Each Reporting Category, and Individual Student Reports, etc.) as currently defined for all assessment programs. Aggregated reports can be filtered by various student categories, including English Learner, Section 504 Plan, and Special Education. The observational and evidence based ratings may be discussed with parents or used as part of discussion for the Case Conference Committee meetings annually to inform goal setting.</p>

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(b)(4)(i) of this section and part 200.2(e);	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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 SEA may validly and reliably aggregate</p>	<p>(b)(9) __X__ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>(b)(9)(i)(ii) The IDOE will continue to implement the current accountability structure while leveraging the new assessment design. Currently, Indiana considers those students who achieve At Proficiency as proficient students for accountability reporting. These are students who have met current grade level Content Connectors by demonstrating essential knowledge, application, and skills to be on track for post-secondary education or competitive integr</p>

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<p>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><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>_____Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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<p>(d) <u>Assurances.</u> This application contains assurances that the lead SEA and each SEA applying as a consortium will: (1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(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 1111(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;</p>	<p>(d)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>(d)(1) The IDOE will continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(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 1111(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.</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2) <input checked="" type="checkbox"/> Application demonstrates a plan</p>	<p>(d)(2) The IDOE will administer the current alternate assessment to those school corporations not participating in the pilot through the grant award.</p>

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<p>participating schools are held to the same challenging State academic standards under section 1111(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 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;</p>	<p>to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p style="padding-left: 40px;">(i) An update on implementation of the</p>	<p>(d)(3)</p> <p>__X__ Application demonstrates a plan to meet this requirement during</p>	<p>(d)(3)</p> <p>The IDOE will ensure to report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p>(i) An update on implementation of the innovative assessment demonstration authority, including--</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(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</p> <p>(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.</p> <p>(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</p>	<p>the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>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</p> <p>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.</p> <p>(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.</p> <p>(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).</p> <p>(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.</p>

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Regulatory Requirement	Determination	Explanation
<p>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. 18 (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</p>		

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Regulatory Requirement	Determination	Explanation
<p>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;</p>		
<p>(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--</p> <p>(i) In an understandable and uniform format;</p> <p>(ii) To the extent practicable, written in a language that parents can understand or, if</p>	<p>(d)(4) ___X___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement</i></p>	<p>(d)(4) The IDOE will 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--</p> <ol style="list-style-type: none"> 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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Regulatory Requirement	Determination	Explanation
<p>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; and</p>	<p><i>were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) 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.</p>	<p>(d)(5) ___X___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>(d)(5) The IDOE will ensure to 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.</p>

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Regulatory Requirement	Determination	Explanation
	<p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u> (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___X___ Application does not demonstrate a plan</p>	<p>(e)(1) The IDOE will devote Year 1 of the IADA grant to research only and will not, therefore, select participants. Beginning in Year 2 and throughout the IADA period, the IDOE will approve participation in the I AM2 based on student disability characteristics and region to ensure the state has a sample that accurately mirrors the 1 percent population of students in Indiana. The proposal does not provide LEA demographics and LEA report cards.</p> <p>(e)(2) The IDOE will transition the implementation from two to three school corporations in Year 2, to 25% of corporations in Year 3, 50% in Year 4 and full implementation by Year 5. All these school corporations have provided letters of assurance and support to signal their interest to participate in the assessment pilot. The proposal does not provide an assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>

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Regulatory Requirement	Determination	Explanation
	to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i> OR This requirement is not applicable to this application	
<p><u>(f) Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p> <p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p> <p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure</p>	<p>(f)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan</p>	Not applicable. Indiana is not applying as part of a consortium of SEAs.

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Regulatory Requirement	Determination	Explanation
<p>that changes in membership do not affect the consortium's ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium's innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p>to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(a) Project narrative. The quality of the SEA's or consortium's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>5</p>	<p>(a)(i) The IDOE is requesting IADA support to pursue an innovative alternate assessment, the Indiana's Alternate Multiple Measures (I AM2), that moves beyond the measurement limitations of the selected-response approach of the existing alternate assessment (I AM) to one that emphasizes reliance on relevant data-based factors when determining what students with severe cognitive disabilities know and can do with what they know.</p> <p>Building on the contributions to alternate assessments from states and state consortia, and capitalizing on</p>	

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<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and (ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>		<p>feedback from Indiana educators on the challenges they face regarding the collection of appropriate information to evaluate these students' level of mastery, the IDOE is proposing a through-course assessment that would rely on collection of achievement data over time from (a) a small set of direct assessment items; and, (2) observational ratings along with evidence from portfolio measures to support these ratings. Portfolios could potentially include student videos or writing samples in addition to the teacher's evaluation of these components. In addition, administration of the assessment would be on a quarterly basis to help address teachers' concerns over test length and time requirements associated with the I AM.</p> <p>(a)(ii) Through the successful implementation of the I AM2 proposal, the IDOE's expectation is to promote an alternate assessment that allows options for teachers to evaluate a student with severe cognitive disabilities into new approaches for collecting relevant data-based evidence of student mastery that rely on the use of</p>	
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			classroom progress data and other measures charted over time during the school year.	
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p style="padding-left: 40px;">(i) Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional</p>	(a)(2):	25	<p>(a)(2)(i) The IDOE's conceptual framework reflects up-to-date knowledge from research and effective practice to assist in the identification of the nature of the challenges related to developing tools for scoring the proposed I AM2. By providing rubrics, for example, indicating scope and sequences of particular skills on a subset of the Content Connectors, teachers will be able to provide a more accurate estimate of the student's true abilities. These rubrics, while potentially offering below grade-level evidence, can</p>	

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<p>and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>		<p>assist stakeholders in better defining those skills while noting where discrepancies are with grade-level content.</p> <p>In addition, the IDOE will place current direct assessment items as an anchor set across the distribution of the test blueprint and in the through-course design to allow for stability and comparability of results comprehensively and also within the assessments.</p> <p>The IDOE will engage a research organization and its own Technical Advisory Committee (TAC) to ensure that the test design and policy principles are consistent with relevant nationally-recognized professional and technical standards from the beginning.</p> <p>(a)(2)(ii) For I AM2, the IDOE will use a train-the-trainer approach for all new test administrators. Training offerings will be specific to the direct assessment items and the observational component. For the observation component offerings, the IDOE will create a set of online modules that will include ten sets of videos and rubrics. During each</p>	
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			<p>module, Test Administrators must score a student's performance using the provided rubric. A score of 80% (8/10 students correctly scored using the provided rubric) or higher must be obtained in order to become certified to administer the observational component of I AM2.</p> <p>In addition, to qualify for scoring the observational components, educators must pass a calibration set of materials based on evidence accumulated during years one and two of the grant cycle. Indiana may determine through implementation that a second score be needed to validate the initial review in order to maintain reliability thresholds.</p>	
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State--</p> <p>(i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA's or consortium's criteria that will be used to determine LEAs and schools that will initially</p>	<p>(a)(3):</p>	<p>7</p>	<p>(a)(3)(i) The IDOE will not recruit a sample for Year 1 (2020-2021). In Year 2, the IDOE will identify 2-3 corporations from AIAG to implement the I AM2 on a volunteer basis as a way to help develop and refine both items and subsequent training requirements. In subsequent years, the IDOE will require 25% and 50% of the corporations to utilize the new design (Years 3 and 4), leading to full implementation in all corporations by Year 5.</p>	<p>(a)(3)(iii) The proposal does not provide specific information related to annual benchmarks to track consistent implementation across participating schools and whether schools taking part in the innovative assessment are demonstrating shifts in instructional practices.</p>

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<p>participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA’s plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline.</p> <p>(10 points, if applicable)</p>			<p>(a)(3)(ii) Throughout the IADA period, the IDOE will approve participation in the I AM2 based on student characteristics to ensure the state has a sample that accurately mirrors the 1 percent population of students in Indiana, and considerations related to region and disability category.</p> <p>(a)(3)(iii) The IDOE’s scaling timeline allows for one year of research and development to help validate in subsequent years the consistency of the data collected and the effectiveness of the training activities in building the level of support and interaction that might be needed to calibrate the educators fully to the scoring rubrics. Additional analyses will be undertaken in Year 2 to further validate these elements of the proposal.</p>	
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Total (out of 40) Criteria (a) (auto-total):		37	
<p>(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total) (b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—</p> <ul style="list-style-type: none"> (i) The success and track record of efforts to implement innovative assessments or innovative assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and (ii) The SEA’s or LEA’s development or use of-- <p>(A) Effective supports and appropriate</p>	(b)(1):	5	<p>(b)(1)(i) The IDOE has collaborated in the recent past with several nationally-recognized research organizations to evaluate and support assessment of general education students and students with significant disabilities. Some of the organizations includes edCount, HumRRO, Center for Assessment, Wested, and Johns Hopkins.</p> <p>(b)(1)(ii)(A) The IDOE will continue to offer the accommodations that are already in place for all students that have a documented need for accommodations. Beginning in 2020 an Accommodated Fixed Form was added to the I AM as an accommodation for students that are deaf or hard of hearing so that they could utilize their school employed interpreters to sign to them using a reader’s script. ASL videos are still available for students familiar with that sign system; however, the addition of an accommodated fixed form will allow students to access their interpreter using the familiar sign system they know best.</p>

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<p>accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p> <p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>			<p>(b)(1)(ii)(B) The IDOE has established an accessibility specialist position to lead the changes for accessibility and accommodations. It has also established an advisory group to inform best practices, and developed new accessibility guidance and training to support implementation.</p> <p>(b)(1)(ii)(C) The IDOE will place current direct assessment items as an anchor set across the distribution of the test blueprint and in the through-course design to allow for stability and comparability of results comprehensively and also within the assessments. Additionally, the IDOE will maintain the current item count associated with the blueprint established in 2018. However, the distribution and item types will be reevaluated following the research and piloting in Years 1 and 2.</p> <p>Based on state requirements, the IDOE will procure external organizations to support the research, formulation of items specifications, item development, rubrics, scoring and training associated with implementation.</p>	
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<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <ul style="list-style-type: none"> (i) The SEA’s analysis of how capacity influenced the success of prior efforts to develop and implement innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points) 	<p>(b)(2):</p>	<p>4</p>	<p>(b)(2)(i) IDOE will leverage an existing contract for program management support. Additionally, IDOE will maintain a contract manager to oversee the procurement process and other professionals with senior program management expertise and experience overseeing project initiation and implementation for state assessment programs to help ensure overall leadership and oversight of completion of activities and of the deliverables resulting from these activities.</p> <p>Indiana will evaluate research outcomes, specifically the ability to ensure comparability following each annual cycle until successful. This will be conducted as part of the annual project review with TAC.</p> <p>(b)(2)(ii) The proposed model utilizes a small number of school corporations during the second year of implementation to allow engagements with those responsible for delivering the assessment to help identify and address potential challenges to the full implementation of the proposal.</p>	<p>(b)(2)(ii) The proposal does not provide information on specific risks that could affect the successful implementation of the proposal, such as breakdowns in technology resources, and possible solutions. For example, designation of point of contact at each participating site and regularly scheduled meetings and other forms of communication can serve as mechanisms to foster immediate, timely and efficient sharing of information for addressing threats as the proposal progresses.</p>
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<p>(b)(3) (10 points)The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following:</p> <ul style="list-style-type: none"> (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority. (iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority. (iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. <p>(10 points)</p>	<p>(b)(3):</p>	<p>8</p>	<p>(b)(3) The IDOE provides letters of support from individuals and a variety of organizations regarding their commitment to the development and implementation of the I AM2, including special services cooperatives, community schools, a parent organization, a high school test coordinator, a University of Kentucky emeritus professor, and others.</p>	<p>(b)(3) The proposal does not provide evidence of support from other affected stakeholders, such as labor organizations, civil rights organizations, and business organizations.</p>
<p>Total (out of 20) Criteria (b)</p>		<p>17</p>		

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(auto-total):				
<p>(c) Timeline and budget. (Up to 15 points) The quality of the SEA's or consortium's timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers--</p> <p>(c)(1) (5 points). The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--</p> <ul style="list-style-type: none"> (i) The activities to occur in each year of the requested demonstration authority period; (ii) The parties responsible for each activity; and (iii) If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the 	(c)(1):	3	<p>(c)(1)(i) The IDOE's proposed five-year timeline is designed to allow the objectives and associated activities to build on each other to help ensure a smooth transition to the new assessment design. In the first year, research activities will focus primarily on understanding how students with severe cognitive disabilities engage in cognitive activities and the best means to collect the data associated with these cognitive activities from up-to-date research and effective practice. Three questions will guide these activities.</p> <ul style="list-style-type: none"> • What methods should be utilized in collecting diverse assessments evidence that provide valid indications of student ability and reliable data for the alternate population? • In what ways can the summative assessment be segmented to allow for the capturing of student response information and evidence over time? • What methods should be utilized in creating training protocols to maintain reliability thresholds? 	<p>(c)(1)(i) While the timeline adequately describes the activities to occur in each year of the IADA grant, the proposal does not provide information on a management plan with appropriate mechanisms to organize, share and carry out activities, such as roles and responsibilities and milestones for accomplishing project tasks on time and within budget.</p> <p>Although the timeline includes reviews and activities to improve the development of the I AM2, they appear to be mostly centered on technical topics. The proposal does not provide specific information on how it would engage with teachers, such as focus groups, to help ensure that relevant questions are asked from the field as well as to increase the chances that the resulting guidelines will be valid and effectively used. Feedback from teachers on interactions of students with specific item types, for example, could be valuable information to verify if those items allow for appropriate demonstrations of mastery levels.</p>

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<p>innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>			<p>In turn, this research perspective will help both to inform activities in Years 2, 3 and 4 designed to develop and refine items that are technically sound, and subsequent training requirements to help ensure rater reliability associated with the scoring of the observational measures.</p> <p>(c)(1)(ii) The IDOE will provide oversight of the grant activities. During the initial year, the DOE will work with the national experts from Indiana's TAC along with members from the Assessment Implementation Advisory Group (AIAG). IDOE will also procure a research organization upon grant award to gather additional data elements or conduct research initiatives to inform the work.</p>	
<p>(c)(2) (10 points). The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including-- (i) How the budget will be sufficient to meet the</p>	<p>(c)(2):</p>	<p>10</p>	<p>(c)(2)(i) The IDOE estimates that, in combination with the IADA grant, the annual federal and state budget allocations will be adequate to complete the proposal's work over a five-year period. State assessment funds are allocated as part of the biannual budget, and the state does not anticipate concerns with the current allocations as defined.</p>	

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<p>expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and (ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)</p>				
Total (out of 15) Criteria (c): 13				
<p>(d) Supports for educators, students, and parents. (Up to 25 points) The quality of the SEA or consortium's plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers-- (d)(1) (5 points if factor (4) is applicable; 9 points if factor (4) is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to</p>	(d)(1):	5	<p>(d)(1) For observational items, the IDOE will provide professional development prior to test administration focused primarily on preparing teachers to understand the purpose of rubrics and to evaluate artifacts to support a given rating for the individual content connectors. Teachers will be expected to achieve a level of mastery prior to being allowed to score the assessment (through a simulation exercise), and safeguards, such as score-behinds conducted by a separate individual, will be required for a small subset of students to ensure rater reliability and validity.</p>	

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<p>LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;</p>			<p>The rubrics will be crafted in collaboration with Indiana educators as observational items are constructed.</p>	
<p>(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;</p>	<p>(d)(2):</p>	<p>0</p>		<p>The proposal does not include specific information on strategies to familiarize students and parents with the I AM2.</p>
<p>(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act, needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and</p>	<p>(d)(3):</p>	<p>4</p>	<p>(d)(3) The IDOE’s proposal will provide accommodations and accessibility features to ensure that all students with significant disabilities receive the support needed to meet the Content Connectors standards. Indiana recently defined more flexibility in this area to allow substitutions and adaptations are based on the student’s degree of vision, hearing, and/or physical mobility and do not need to be formally documented unless otherwise indicated.</p>	<p>The I AM2 is specified for students with disabilities, and therefore has robust policies and supports for inclusion of this population. However, there is no specific information on what supports will be available for EL students with severe cognitive disabilities.</p>

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<p>(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)</p>	<p>(d)(4):</p>	<p>10</p>	<p>(d)(4) The IDOE will engage a research organization and its own Technical Advisory Committee (TAC) to ensure that the test design and policy principles are consistent with relevant nationally-recognized professional and technical standards from the beginning. In addition, professional development and support of the administrators will be key components to aid in the effectiveness of the implementation of the proposal.</p>	
<p>Total (out of 25) Criteria (d):</p>		<p>19</p>		
<p>(e) Evaluation and continuous improvement. (Up to 20 points) The quality of the SEA's or consortium's plan to annually evaluate its implementation of innovative assessment demonstration authority. In</p>	<p>(e)(1):</p>	<p>12</p>	<p>(e)(1) The IDOE has contracted an external evaluator to conduct program evaluations on the I AM2 objectives on a yearly basis over the course of the IADA grant. This external evaluator will design, conduct, and</p>	

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<p>determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>			<p>report the findings of their research based on the objectives of the grant proposal, and will work with all stakeholders and the TAC to ensure the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system. The yearly external evaluation results will be included in the annual reports the State will provide to the IADA.</p> <p>The selected external evaluator has extensive experience in evaluating similar studies, including four federal grants focusing on the technical soundness of state’s alternate assessments.</p>	
<p>(e)(2) (8 points) The SEA’s or consortium’s plan for continuous improvement of the innovative assessment system, including its process for--</p> <p>(i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and</p> <p>(ii) Evaluating and monitoring implementation of the</p>	<p>(e)(2):</p>	<p>8</p>	<p>(e)(2)(i) The IDOE will review all evaluation data to advise program improvement, assess program impact, and assure accountability of state and federal funds. Utilizing this data, The IDOE will communicate any changes or strategies necessary in the IADA documentation to ensure that any enhancements or deficits detected through this process are amended or remedied.</p> <p>(e)(2)(ii)</p>	

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innovative assessment system in participating LEAs and schools annually.			The evaluation will be in essence an evaluation and monitoring of how school corporations representing various regions of the State implement the proposal with fidelity.	
Total (out of 20) Criteria (e): (auto-total)	<u>20</u>			
Total (a+b+c+d+e) (auto-total)	<u>106</u>			

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application A Reviewer 2

Regulatory Requirement	Determination	Explanation
<p>(a) 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>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana appears to engage with stakeholder groups through a number of venues, including the Assessment Implementation Advisory Group, Accessibility and Accommodations Advisory Group, Indiana Resource Network, and their technical advisory committee. They have also surveyed stakeholders about the potential change in assessment.</p>

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<p><u>(b)Innovative assessment system.</u> A demonstration that the innovative assessment system does or will--</p> <p>(1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment--</p> <p>(i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and</p> <p>(ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-12 in the case of science</p>	<p>(b)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana assures these requirements will still be met. The regular and alternate systems will remain in place during piloting.</p>
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<p>assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</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 (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>(b)(2) <input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>Indiana will use the same blueprint as a starting point for ensuring alignment with challenging content standards.</p> <p>Using the same blueprint is an appropriate starting point. It is unclear whether the State will use alignment studies to the content standards to ensure the new test is aligned.</p> <p>The plan and rationale for using items below grade level is sound.</p>

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	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<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>(b)(3) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana's plan is to connect to proficiency standards set using the current alternate assessment.</p> <p>A more direct way to meet this requirement would be to hold a standard setting using the proposed new alternate assessment. This seems more logical because the new assessment is intended to be higher quality than the current assessment.</p> <p>Cut scores will be reviewed, and if they are found inappropriate, a full standard setting may be held at any time.</p>

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<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>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</p>	<p>(b)(4)</p> <p><input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>(i-ii) The plan for ensuring and evaluating validity, reliability, and comparability is not addressed. Research studies on these psychometric considerations are not described.</p> <p>(A) The plan for a rollout of the innovative assessment alongside the current statewide assessment is included.</p> <p>(B) The plan for obtaining a demographically representative sample is not included.</p> <p>(C-D) The plan for using a rollout that includes both old and piloted items is described.</p> <p>(E) The plan for establishing comparability is not included.</p>
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<p>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 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</p>		
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<p>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 SEA's or consortium's</p>		
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<p>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>(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (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 (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>(b)(5) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. __X__ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or</i></p>	<p>(i) Students with disabilities are addressed, and English learners are not addressed. (ii) A plan for appropriately addressing accessibility is included. (iii) A plan for appropriately providing accommodations is well-addressed.</p>

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	<i>addressed by the application).</i>	
<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 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>(b)(6) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana meets the 95% requirement by following previously passed State policy.</p>

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<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>(b)(7) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana will use linking items and the same performance level descriptors to be able to report on mastery.</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</p>	<p>(b)(8) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this</p>	<p>Provision of disaggregated results is planned for a wide variety of different subgroups.</p>

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<p>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>requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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</p>	<p>(b)(9)</p> <p>____ Application demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>Indiana will use the same performance level descriptors and accountability system that is currently in place.</p> <p>Research addressing unbiased, rational, and consistent determination of progress is not addressed. The plan for evaluating the psychometrics of the new measure is not provided in detail.</p>

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<p>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>	<p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(d) Assurances.</p> <p>This application contains assurances that the lead SEA and each SEA applying as a consortium will:</p> <p>(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR</p>	<p>(d)(1)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this</p>	<p>Indiana provided a form signed by Jennifer McCormick, 1-14-2020.</p>

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<p>200.2(a)(1) and section 1111(b)(2) of the Act--</p> <p>(i) In all non-participating schools; and</p> <p>(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(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;</p>	<p>requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in participating schools are held to the same challenging State academic standards under section 1111(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 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the</p>	<p>(d)(2)</p> <p><u> X </u>Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>Indiana provided a form signed by Jennifer McCormick, 1-14-2020.</p>

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<p>instructional support needed to meet such standards;</p>	<p><i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p style="padding-left: 40px;">(i) An update on implementation of the innovative assessment demonstration authority, including--</p> <p style="padding-left: 40px;">(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</p> <p style="padding-left: 40px;">(B) If the innovative assessment system is not yet implemented statewide</p>	<p>(d)(3) ___X___Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>Indiana provided a form signed by Jennifer McCormick, 1-14-2020.</p>

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<p>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.</p> <p>(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. 18</p> <p>(iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including</p>	<p>_____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
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<p>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;</p>		
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<p>(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--</p> <ul style="list-style-type: none"> (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; and 	<p>(d)(4) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana provided a form signed by Jennifer McCormick, 1-14-2020.</p>

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<p>(5) 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.</p>	<p>(d)(5) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana provided a form signed by Jennifer McCormick, 1-14-2020.</p>
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a</u></p>	<p>(e) ____ Application demonstrates a plan to meet this</p>	<p>Indiana only indicates that following the inaugural year of the grant, it will solicit a diverse set of LEAs to participate in the new alternate assessment.</p>

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<p>subset of LEAs or schools in a State-- (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> X </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR This requirement is not applicable to this application</p>	<p>Stronger evidence would have included a demographic breakdown (ethnicity, socioeconomic status, English learner status, disability status) of the schools that have indicated support for the grant. It would also help to indicate on which variables the State will solicit diversity.</p>
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p>	<p>(f) ___ Application demonstrates a plan to meet this requirement during</p>	<p>Not applicable.</p>

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<p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p> <p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure that changes in membership do not affect the consortium's ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium's innovative assessment system under the demonstration authority, the consortium must</p>	<p>the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	
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submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).		
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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(a) Project narrative. The quality of the SEA's or consortium's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>4</p>	<p>The planned change to the alternate assessment will impact a large number of students.</p> <p>Measurement of the skills of the population served by the alternate assessment is under-studied.</p> <p>Incorporating multiple measures can lead to better assessment outcomes.</p>	<p>The plan does not specify how information from multiple measures will be combined. Multiple measures typically are only an improvement if information is combined in a way that is logical and supported by evidence.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>				
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring</p>	(a)(2):	16	<p>Indiana describes a mastery orientation that will be used to train educators for the observational component. This is consistent with best practice.</p> <p>Indiana describes a procedure for using a third rater to break ties between multiple raters for the rating</p>	<p>Evidence from the evaluation of inter-rater reliability is not presented. The steps taken to try and achieve consistent scores, including training to mastery and use of a third rater, do not address how the inter-rater reliability of the scores will be estimated.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>			<p>portion. This is consistent with best practice.</p>	<p>Developing a score reliability study is left to an external evaluator, so the details are not available.</p>
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State-- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all</p>	<p>(a)(3):</p>	<p>10</p>	<p>The steps for the rollout of the proposed alternate assessment are provided in great detail, including the details for sampling across regions, the inclusion of groups of students with disabilities, and annual benchmarks.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA's or consortium's criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA's plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)				
Total (out of 40) Criteria (a) (auto-total):		30		
<p>(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total)</p> <p>(b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—</p> <p style="padding-left: 40px;">(i) The success and track record of efforts to implement innovative assessments or innovative</p>	(b)(1):	3	Drs. Flores and David, along with their team, have the appropriate background to lead this project.	External organizations are expected to support the following: research, formulations of item specification, item development, rubrics, scoring, and training associated with implementation. This is a lot to leave unknown at the time of proposal. Indiana indicates this is due to State requirements around procurement.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and</p> <p>(ii) The SEA's or LEA's development or use of--</p> <p>(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>				
<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p style="padding-left: 40px;">(i) The SEA's analysis of how capacity influenced the success of prior efforts to develop and implement</p>	<p>(b)(2):</p>	<p>2</p>	<p>Indiana has collaborated with research organizations in the past to evaluate and support assessment design principles.</p>	<p>Outside of collaborations with others, very little is included in this proposal about the capacity of the State.</p> <p>Stronger evidence may include details about prior innovative assessments implemented. It would also help to have a risk analysis and identify strategies to mitigate or respond to risks.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)</p>				
<p>(b)(3) (10 points)The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following: (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.</p>	(b)(3):	4	<p>Several letters of support for the project are included.</p> <p>Indiana indicates it will offer written assurances from each LEA for each year of the grant.</p>	<p>Participating LEAs have not yet been identified, thus assurances are not included.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority. (iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. (10 points)				
Total (out of 20) Criteria (b) (auto-total):		9		
(c) Timeline and budget. (Up to 15 points) The quality of the SEA's or consortium's timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers-- (c)(1) (5 points) . The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--	(c)(1):	5	The timeline reasonably demonstrates the activities to occur in each year and the parties responsible for each activity.	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) The activities to occur in each year of the requested demonstration authority period;</p> <p>(ii) The parties responsible for each activity; and</p> <p>(iii) If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>				
<p>(c)(2) (10 points). The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p>	<p>(c)(2):</p>	<p>10</p>	<p>The budget is sufficient to meet expected costs.</p> <p>Support from the State budget (\$26 million annually) and from the federal budget (\$7 million annually) will allow Indiana to complete the work on the appropriate timetable.</p>	

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Application Selection Criteria	Reviewers score for this part	Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and</p> <p>(ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)</p>			
Total (out of 15) Criteria (c):	<u>15</u>		
<p>(d) Supports for educators, students, and parents. (Up to 25 points)</p> <p>The quality of the SEA or consortium's plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4)</p>	(d)(1):	5	<p>Indiana provided detailed train-the-trainer and implementation models to address supports for teachers administering the proposed assessment.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;				
(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;	(d)(2):	0		It is unclear which strategies would be used to familiarize students and parents with the proposed assessment.
(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act,	(d)(3):	5	Indiana thoroughly describes available accommodations to ensure students with disabilities receive support to access the assessment.	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and				
(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)	(d)(4):	7	<p>Indiana will use the test blueprint for the current assessment, rubrics, and an inter-rater reliability system with third raters to safeguard for local scoring.</p> <p>Teacher training for scoring is described.</p>	Indiana relies on outside vendors for ensuring reliability and validity evidence is collected.
Total (out of 25) Criteria (d):	17			
(e) Evaluation and continuous improvement. (Up to 20 points)	(e)(1):	10	Indiana frequently engages stakeholder groups to ensure continuous improvement.	Details of the evaluation plan, other than contracting with Garrett Consulting, are not provided.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>The quality of the SEA's or consortium's plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system's validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>			<p>Garrett Consulting will work with stakeholders and Indiana's TAC to ensure continuous evaluation. Garrett has a long history of evaluating studies of alternate assessments.</p>	
<p>(e)(2) (8 points) The SEA's or consortium's plan for continuous improvement of the innovative assessment system, including its process for--</p> <p style="padding-left: 20px;">(i) Using data, feedback, evaluation results, and other information from</p>	(e)(2):	2	<p>Based on evaluation feedback, Indiana will communicate any changes necessary to address deficits in the project.</p>	<p>Any plans for continuous improvement based on feedback from LEAs are not sufficiently detailed.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually.				
Total (out of 20) Criteria (e): (auto-total)	<u>12</u>			
Total (a+b+c+d+e) (auto-total)	<u>83</u>			

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application A Reviewer 3

Regulatory Requirement	Determination	Explanation
<p>(a) 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>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>This application includes key management team experts and their resumes. The expertise in the resumes includes areas of assessment development, management and content expertise in the areas of content (English language arts, math, science, and special education in the areas of gifted education, mild disabilities, and emotional disabilities as well as, deaf/hard of hearing).</p> <p>The Application should consider inclusion of experts in special education for students with the most significant cognitive disabilities. Key areas for the development of an alternate assessment for students with the most significant cognitive disabilities requires expertise in special education in the following areas: moderate to severe intellectual disabilities, autism and multiple disabilities. Students with multiple disabilities may include sensory disabilities (vision impairment or blindness, deaf and hard of hearing) and/or orthopedic impairment. Experts knowledgeable in the development of language and ranges of communication as evidenced in the data in the <i>Learning Characteristics Inventory (LCI)</i> are critical to the development of fair and accessible assessments for students who use augmentative or alternative communication (AAC) devices or who are performing at non-symbolic levels of communication. Consider characteristics of the population from the LCI in the development of a sampling matrix.</p> <p>Many stakeholders are identified in the proposal. Only one district level administrator was identified as a stakeholder was for English learners (ELs). Does this seem appropriate for representing English learners (ELs) for this SEA?</p>

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Regulatory Requirement	Determination	Explanation
<p><u>(b) Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and (ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-</p>	<p>(b)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The Application request is to pilot the revised alternate assessment in grades 3-8 and high school in ELA, Mathematics and Science beginning in 2021-2022 for two to three corporations whose leadership serve on the AIAG stakeholder committee in year two of the grant authority.</p>

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Regulatory Requirement	Determination	Explanation
<p>12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</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 (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>(b)(2) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. <u>X</u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during</p>	<p>The Application does not contain evidence of an existing alignment study for the current alternate assessment. If the plan is to use the existing items for development and anchoring items for comparability to the new test, the alignment information would be important.</p> <p>The alignment report would also be important as the performance tasks are created. Will a new alignment study be conducted? How will the assessment align to the depth, breadth and complexity of the standards? Are the standards reduced in depth, breadth and complexity? Is the assessment based on alternate academic achievements standards?</p> <p>The Application refers to policy performance level descriptors for the existing alternate assessment will be utilized for the revised test design. Does this mean that the standards for science are being used for the assessment? How will this articulated for test design and future alignment studies? The Application indicated Content Connectors within the performance level descriptors. How were content connectors created? Who developed these? Core content connectors are used for ELA and math. What are the science items aligned to general science standards?</p> <p>Do you have any evidence for test design for the inclusion of observational ratings? What is the purpose and relationship of the academic standards to the observational component? How will the observational component be reported to</p>

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>parents? Will this occur in one report for the summative assessment or a different?</p> <p>The Application proposes that the “State may exercise the flexibility to consider the integration of below grade-level content for the alternate assessment, but will ensure the reporting for state accountability aligns to current grade-level standards. “This may be attained through the observational items by integrating predecessor skills for the content being assessed for the educator to gather this data”.</p> <p>What grade level standards will the observational items be aligned to measure? Will the observational items be aligned to below grade level standards? How much below grade level? In the use of off grade level standards how do you know that the achievement standards will remain consistent? How does this component impact reporting (accountability, parent reports, etc.? Does this design include a plan to mitigate unintended consequences associated with the use of off grade level content which might communicate low expectations? How will this be consistent with determinations of sufficient progress and attaining grade-level proficiency on such standards?</p>
<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>(b)(3) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p>	

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	<p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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.</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must</p>	<p>(b)(4)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>__X__ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement</i></p>	<p>The Application should contain the 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.</p> <p>The Application should include how results are valid, reliable, and comparable for all students and for each subgroup of students. How will the comparability of results be maintained across years?</p> <p>The Application does not include a plan to address how the current form will be comparable across multiple test windows. Have you considered the participation for all students? How will the observational results be communicated? Consider including how the SEA can provide for an equally rigorous and statistically valid comparison between student performance on the existing and the proposed assessment. What is the plan to address establishing the number of anchor items are sufficient? Does the blueprint manage to maintain the depth, breadth and complexity for both of the assessments? If observational ratings are developed are they part of the pilot or field test? How will these results be used? Have all items for the innovative assessment system been previously pilot tested or field</p>

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<p>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</p>	<p><i>were not or addressed by the application).</i></p> <p>____Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>tested for use in the innovative assessment system? Is there a plan to address item refresh.</p> <p>The Application provides evidence that the existing items on the assessment may contain multiple choice item types. What is the possibility of finding anchor items that eliminate types that were identified as not working? Is there any data on current item parameters? How will this impact the blueprint and the comparability of the assessments? The sampling plan for the recruitment does not include English learners.</p>

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Regulatory Requirement	Determination	Explanation
<p>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 assessment, including for</p>		

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Regulatory Requirement	Determination	Explanation
<p>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>(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</p>	<p>(b)(5)</p> <p><input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially</p>	<p>The Application does not provide a sampling plan for the recruitment of English learners.</p> <p>The Application did not include principles of universal design.</p> <p>The Application includes information about how some multiple choice types are not accessible. If anchor items are going to be used for comparability what item types will be included? What is the rationale for the construct measurement? How do you assure items statistics are performing reliably are comparable and assure coverage of the test blueprint?</p>

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<p>CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>	<p>demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The Application provided an accommodations manual but the accessibility of the test may not be ensured as they were not specifically designed for the target population and are the same as the general assessment (e.g. Stacked Spanish translation).</p> <p>A letter on guidance for substitutions and alternatives for stimulus and response materials was provided in the <i>Substitutions and Adaptations Alternate Indication of Response</i> letter. However, no detailed guidance was given for the use of augmentative and alternative communication (yes, it is allowed, but does not include parameters for use. Does the material adaptation limit to only provision of specific word to word or are test examiners allowed to create their own supporting materials, images, interpretations, etc.)?</p> <p>No guidance was found to address English learners with significant cognitive disabilities on content assessments (e.g. translation of directions, or no translation by human).</p>
<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 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</p>	<p>(b)(6)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan to meet this requirement during</p>	<p>The Application meets the regulation requirements.</p>

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Regulatory Requirement	Determination	Explanation
<p>such assessments consistent with paragraph (b)(1)(ii) of this section;</p>	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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-- (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 (ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic</p>	<p>(b)(7) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___x___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p>	<p>The Application does not include any evidence that the current alternate assessment is aligned to the alternate academic achievement standards. Is there an alignment study for the current assessment? If items are going to be consistent this would support investigations for validity.</p>

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Regulatory Requirement	Determination	Explanation
<p>achievement standards under section 1111(b)(1)(E) of the Act, the student's mastery of those standards;</p>	<p><i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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>(b)(8) _x_ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement</i></p>	

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	<p><i>were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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 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,</p>	<p>(b)(9)</p> <p><u>X</u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>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 (ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>	<p>_____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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<p>(d) Assurances. This application contains assurances that the lead SEA and each SEA applying as a consortium will: (1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(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 1111(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;</p>	<p>(d)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The Application meets the regulatory requirement.</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2) <input checked="" type="checkbox"/> Application demonstrates a plan</p>	<p>The Application meets the regulatory requirement.</p>

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<p>participating schools are held to the same challenging State academic standards under section 1111(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 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;</p>	<p>to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p style="padding-left: 40px;">(i) An update on implementation of the</p>	<p>(d)(3)</p> <p>___ Application demonstrates a plan to meet this requirement during</p>	<p>The Application does not provide a description of the SEA’s plan and or 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 that the performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students will be included.</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(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</p> <p>(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.</p> <p>(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</p>	<p>the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>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. 18 (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</p>		

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Regulatory Requirement	Determination	Explanation
<p>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;</p>		
<p>(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--</p> <ul style="list-style-type: none"> (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 	<p>(d)(4) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>The Application meets this regulatory requirement.</p>

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<p>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; and</p>	<p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) 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.</p>	<p>(d)(5) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not</p>	<p>The Application meets this regulatory requirement.</p>

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Regulatory Requirement	Determination	Explanation
	demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u></p> <p>(1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and</p> <p>(2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e)</p> <p><input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>The State will obtain written assurances from each participating LEA. No LEA report cards were provided. No assurances have been submitted. Is there any demographic sampling plan to meet representativeness of the state population?</p>

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Regulatory Requirement	Determination	Explanation
	the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i> OR This requirement is not applicable to this application	
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p> <p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p> <p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure that changes in membership do not affect the consortium's ability to</p>	<p>(f)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during</p>	NA

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Regulatory Requirement	Determination	Explanation
<p>implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium's innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p>the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(a) Project narrative. The quality of the SEA's or consortium's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>3/5</p>	<p>The Application provided a purpose for the need to improve the alternate assessment system.</p>	<p>The Application did not provide a rationale for the proposed events in the timeline. What is the rationale or plan for research in year one? What specifically will be the activities in the research plan? What is the purpose of the observation? How will information from multiple measures be used? How will the observational ratings be used? The Application did not provide a rationale for how this assessment design would promote high-quality instruction.</p> <p>The design plan might consider alternative ways to maintain comparability, for example,</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>				<p>maintaining the assessment items across four scheduled events. How will results of subgroups be explored for comparability? What will you do if students do not participate in one of the quarterly assessments? How will the design improve student outcomes, including for each subgroup of students</p>
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other strategies for scoring</p>	(a)(2):	20/25	<p>The Application included consideration of training plan to maintain reliability.</p>	<p>The Application does not address the development of the tools, rubrics and methods to ensure technical standards will be met for observational portion. How will inter-rater reliability and comparability of results be achieved? How will quality of training be assured using a train the trainer model? How many score-behinds will be conducted by a separate individual,</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>				<p>will be required for a small subset of students to ensure rater reliability and validity. Describe how the calibration will be conducted so that reliability is increased.</p>
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State-- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all</p>	<p>(a)(3):</p>	<p>7/10</p>	<p>The Application includes the strategies for administration in a subset of schools.</p>	<p>The Application does not provide an outline of how the participating LEAs will be selected and how they are demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. Does the plan include subgroups of</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA’s or consortium’s criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA’s plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across</p>				<p>ELs and economic disadvantage? How does this include students from separate settings?</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)				
Total (out of 40) Criteria (a) (auto-total):		30/40		
(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total) (b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers— (i) The success and track record of efforts to implement innovative assessments or innovative	(b)(1):	3/5	The Application included stakeholder support from a variety of agencies.	The Application did not address supports for school staff to provide the professional development necessary to implement a new assessment system. Is there a plan to ensure English learners and students with disabilities, which must include professional development for school staff on providing such accommodations? The proposal does not include a plan to address the expertise needed for developing an alternate assessment.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and</p> <p>(ii) The SEA's or LEA's development or use of--</p> <p>(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)				
<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p style="padding-left: 40px;">(i) The SEA's analysis of how capacity influenced the success of prior efforts to develop and implement</p>	(b)(2):	3/5	The Application did include references to State laws and staff expertise.	<p>The Application did not address the strategies the SEA is using, or will use, to mitigate risks and support successful implementation.</p> <p>The Application should consider inclusion of alternate assessment experts with assessment design experience of students with the most significant cognitive disabilities as consultants to support assessment design decisions and enhance its capacity to develop an innovative assessment system for this target population.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)</p>				
<p>(b)(3) (10 points)The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following: (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.</p>	(b)(3):	7/10	The Application included many letters of support.	<p>The Application does not include participating LEAs letters or assurances. The Application does not include support from stakeholders, parents and advocacy groups or organizations been part of the support of the project.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority.</p> <p>(iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations.</p> <p>(10 points)</p>				
<p>Total (out of 20) Criteria (b) (auto-total):</p>		13/20		
<p>(c) Timeline and budget. (Up to 15 points) The quality of the SEA's or consortium's timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers--</p> <p>(c)(1) (5 points). The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--</p>	(c)(1):	3/5	The Application identified a high level of specific activities to occur in each year of the requested period.	The parties responsible for each activity on the timeline was not clear. The rationale for needing one year to gather existing research was not provided and it is not clear how this activity will be used to directly improve or impact areas of development: for example, universal design, item tasks, etc.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) The activities to occur in each year of the requested demonstration authority period;</p> <p>(ii) The parties responsible for each activity; and</p> <p>(iii) If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>				
<p>(c)(2) (10 points).The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p>	<p>(c)(2):</p>	<p>7/10</p>	<p>The Application contains a budget.</p>	<p>The Application did not provide information using cost estimates of establishing how the budget will be sufficient to meet the expected costs. For example, the research budget does not include specific tasks and personnel to establish how the number for the budget was created.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and</p> <p>(ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)</p>				
<p>Total (out of 15) Criteria (c):</p>	<p>10/15</p>			
<p>(d) Supports for educators, students, and parents. (Up to 25 points)</p> <p>The quality of the SEA or consortium's plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4)</p>	<p>(d)(1):</p>	<p>4/5</p>	<p>The Application included training to inform LEA and school staff, including teachers, principals, and other school leaders about the assessment.</p>	<p>The Application does not contain a detailed plan to develop teacher capacity to implement instruction informed by the assessment design.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;				
(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;	(d)(2):	3/5	The Application includes feedback from parents.	The Application does not indicate specific strategies for how this will be accomplished.
(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act,	(d)(3):	3/5	The Application identifies the SEA has an accessibility specialist position.	The Application does not contain a plan with specific strategies to ensure that students receive support and accommodations, including monitoring.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and				
(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)	(d)(4):	7/10	The Application recognizes the need to have plans to score rubric items and the provision of professional development to maintain high quality scores.	The Application does not address locally scored inter-rater reliability checks, audit plans and the quality control that is necessary for scoring rubric items and for the observation design. The SEA or consortium has not developed plans to support validity and reliability of scoring results. How will you ensure unbiased, objective scoring?
Total (out of 25) Criteria (d):	<u>17</u>			

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(e) Evaluation and continuous improvement. (Up to 20 points) The quality of the SEA’s or consortium’s plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system’s validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>	<p>(e)(1):</p>	<p>10/12</p>	<p>The Application has a proposed external evaluator.</p>	<p>The Application does not include the specific activities for the objectives on the grant proposal. No resume for the evaluator was provided. The evaluation plan does not identify activities that will determine the system’s validity, reliability, and comparability of the assessment.</p>
<p>(e)(2) (8 points) The SEA’s or consortium’s plan for continuous improvement of the innovative assessment system, including its process for--</p>	<p>(e)(2):</p>	<p>5/8</p>	<p>The Application did contain a review of the evaluation to communicate changes necessary.</p>	<p>The Application did not contain a plan on how data, feedback, evaluation results, and other information from participating LEAs and schools will be used to make changes to improve the quality of the</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
(i) Using data, feedback, evaluation results, and other information from participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually.				innovative assessment; and how the evaluating and monitoring implementation of the assessment system in participating LEAs and schools will be conducted. Is there a community of practice to support the changes you are making? How will you monitor four test administration sessions to calculate scores for participation?
Total (out of 20) Criteria (e): (auto-total)	<u>15/20</u>			
Total (a+b+c+d+e) 30+13+10+17+15 (auto-total)	<u>85</u>			

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application A Reviewer 4

Regulatory Requirement	Determination	Explanation
<p>(a) 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>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>There is substantial documentation of collaboration and support from experts (TAC Members) and LEA leadership for a different way of approaching alternate assessment in Indiana. It is unclear the degree to which English learner representatives, Tribal leaders, and students were engaged in the January 2019 survey (we know that it was less than 1%, but don't know about n-sizes). Is survey data available?</p> <p>Though there is clear evidence that the current I AM approach is insufficient and needs to be modified, the survey data do not suggest that there is support for a through-course I AM² test design. Will IDOE be responsive to lessons learned as the research learning unfolds, or has it already determined to pursue such a design?</p>

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Regulatory Requirement	Determination	Explanation
<p><u>(b)Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and (ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-</p>	<p>(b)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana will make its current AA-AAAS available to all non-pilot districts, while the districts participating in the I AM² pilot will be held to the same requirements within section 1111(b)(2)(B).</p>

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Regulatory Requirement	Determination	Explanation
<p>12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</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 (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>(b)(2) ___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u>X</u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during</p>	<p>Indiana may incorporate off-grade level content into its I AM test design. It is not clear how off-grade level item/observation information will be reported to/shared with parents and teachers (given that it cannot be part of the score used for accountability).</p> <p>The performance level descriptors are likely to need revision and/or validation as part of the change to the assessment design.</p> <p>It is not clear whether IDOE intends to include a science component in this project (though language points to ELA and mathematics).</p>

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<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>(b)(3) <input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>Indiana states that it plans to report results from the I AM² assessment in the same manner in which the I AM is reported. Questions remain regarding how off-grade level information will be used in the system, however.</p> <p>Given the substantial change to the test design, to incorporate observational data into the process, it is at best questionable whether this is feasible or appropriate.</p>

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Regulatory Requirement	Determination	Explanation
	<i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
<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>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)</p>	<p>(b)(4)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u>X</u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or</i></p>	<p>It is not clear whether Indiana’s system for development of training materials and resources, scoring calibration and procedures, and related planning will yield summative determinations that are reliable. Though the submission references that the state will leverage learning from their experience with implementing scoring rubrics with the ISPROUT program and a general plan of implementing the train-the-trainers approach is elaborated, more specificity is needed.</p> <p>Items that are designed to support comparability generally require curriculum neutrality; though curriculum-embedded performances are important for classroom assessment procedures, they are typically not consonant with statewide summative assessment designs. The proposal should elaborate more consistently how it will address this concern within its scoring rubrics, which are locally scored.</p> <p>Indiana is only required to meet one of these elements, which it has accomplished. However, feedback in each area is provided in the hopes that the state might find it useful.</p> <p>(A) Indiana’s plan is consistent with the requirements in this section.</p> <p>(B) Proposed sampling plan in Figure 17 should include student sensory disability, English learner, and economic disadvantage targets to sufficiently address student demographics in sampling. This will help ensure that the comparability expectations in Section E below can be met. It will also provide more opportunity to support potential bias analyses (DIF or item-based student group performance differences).</p> <p>(C) - (E) Indiana’s plan includes the use of current operational items from the I AM, which are supplemented by additional operational I AM items that are presented in a different format (observational/portfolio). This</p>

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Regulatory Requirement	Determination	Explanation
<p>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 assessment are administered, items or performance tasks from the statewide assessment</p>	<p><i>addressed by the application).</i></p>	<p>approach should be sufficient for scaling comparability and to address their research questions, in sum, though <i>n</i>-size limitations may limit understanding and interpretation to some degree. Comparability will be reviewed annually.</p>

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Regulatory Requirement	Determination	Explanation
<p>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</p>		

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Regulatory Requirement	Determination	Explanation
<p>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>(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (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 (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>(b)(5) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. <u>X</u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not</p>	<p>The proposal states that students will be afforded the same accessibility supports offered within the I AM system. However, more evidence is needed within curricular contexts that are relevant to the observation/portfolio. It is unclear how English learners will be supported in that arena. The proposal does not mention how it will weave universal design principles into the assessment activities that are evaluated by scoring rubrics within the observation/portfolio components.</p>

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Regulatory Requirement	Determination	Explanation
	<p>demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<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 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>(b)(6) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>Indiana will employ the same participation requirements in place for the I AM, which address this expectation.</p>

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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>(b)(7) <u>X</u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>Indiana will report results from the I AM² in a manner that is consistent with that employed for the I AM, unless analyses and comparability results suggest that an additional standard setting may be required.</p>

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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>(b)(8)</p> <p><input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or</i></p>	<p>Indiana’s sampling plan conveyed in Figure 16 addresses only regional representativeness. It must also address student group targets in order to meet this reporting expectation. If the student groups are not included in sampling plans at required levels, it will not be possible to report results for each group that is required. It is also unclear how off-grade level information will be used (reported to parents?).</p>

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Regulatory Requirement	Determination	Explanation
	<i>addressed by the application).</i>	
<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>	<p>(b)(9) ___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u>X</u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>Indiana’s sampling plan conveyed in Figure 16 addresses only regional representativeness. It must also address student EL groups, and economic disadvantage targets in order to meet this expectation.</p> <p>It is unclear how information gathered from off-grade level items or performances will be reported to/shared with parents and teachers. It is clear that this information will not be part of accountability scores or reporting.</p> <p>The scoring reliability and accuracy concerns expressed elsewhere regarding the observational/portfolio components are also present here.</p>

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Regulatory Requirement	Determination	Explanation
<p>(d) <u>Assurances.</u> This application contains assurances that the lead SEA and each SEA applying as a consortium will: (1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(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 1111(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;</p>	<p>(d)(1) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>IDOE documented these required assurances.</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2) <input checked="" type="checkbox"/> Application demonstrates a plan</p>	<p>IDOE documented these required assurances.</p>

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Regulatory Requirement	Determination	Explanation
<p>participating schools are held to the same challenging State academic standards under section 1111(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 1111(b)(1)(E) and (b)(2)(D) of the Act, and receive the instructional support needed to meet such standards;</p>	<p>to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(3) Report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:</p> <p style="padding-left: 40px;">(i) An update on implementation of the</p>	<p>(d)(3)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during</p>	<p>IDOE documented these required assurances.</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(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</p> <p>(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.</p> <p>(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</p>	<p>the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>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. 18 (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</p>		

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Regulatory Requirement	Determination	Explanation
<p>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;</p>		
<p>(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--</p> <ul style="list-style-type: none"> (i) In an understandable and uniform format; (ii) To the extent practicable, written in a language that parents can understand or, if 	<p>(d)(4) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement</i></p>	<p>IDOE documented these required assurances.</p>

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Regulatory Requirement	Determination	Explanation
<p>it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and</p> <p>(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</p>	<p><i>were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) 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.</p>	<p>(d)(5)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>IDOE documented these required assurances.</p>

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Regulatory Requirement	Determination	Explanation
	<p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u> (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <u>X</u> Application does not demonstrate a plan</p>	<p>The IDOE submitted general letters of support from the initiative and stated that several districts, including a large district, was interested in the project. However, the specific LEAs (called Corporations in Indiana) that will participate in Year 2 were not identified, nor were their respective student demographics listed. The application does not include assurances from participating LEAs, as they have not been identified. The proposal does state that such assurances will be gathered from LEAs identified after Year 1.</p>

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Regulatory Requirement	Determination	Explanation
	to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i> OR This requirement is not applicable to this application	
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p> <p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p> <p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure</p>	<p>(f)</p> <p>___Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___Application does not demonstrate a plan</p>	Not applicable.

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Regulatory Requirement	Determination	Explanation
<p>that changes in membership do not affect the consortium's ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium's innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p>to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(a) Project narrative. The quality of the SEA's or consortium's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>3</p>	<p>The proposal documents dissatisfaction with the current AA-AAAS approach and widespread support for a new test design.</p> <p>This peer would also like to express appreciation for Indiana's commitment to its students with significant cognitive disabilities that is present within this proposal. The fact that Indiana is focusing its IADA opportunity upon its AA-AAAS demonstrates a strong commitment to its students who take alternate assessments.</p>	<p>The test design put forth within the proposal, combining operational I AM items with observational/portfolio items in a through-course format, was not supported by many education and community partners and does not address ostensible concerns related to testing time.</p> <p>The proposal rests on an untested assumption that incorporating observational/portfolio items will yield more "authentic" and perhaps more accurate estimates of student ability. Comparability is perhaps the most important feature of summative assessments; in most cases this</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>				<p>requires curriculum neutral assessments to accomplish. This proposal suggests that curriculum-embedded items or performances, scored locally, will yield more authentic information but doesn't share how that information will be used and how comparability will be ensured. The state might consider, instead, prescribed performance tasks that are centrally scored (which would provide opportunities to attend to performance-oriented standards in a standardized manner).</p>
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other</p>	<p>(a)(2):</p>	<p>18</p>	<p>The plan suggests that Indiana will learn from its scoring calibration experience relative to its ISPROUT initiative and provides a general plan.</p>	<p>Reliability of scoring for the observational/portfolio items (composing 12 of the 32 operational items) is one of the most pressing measurement concerns in this proposal. More detail regarding the process by which scoring reliability for observation/portfolio components will be assured requires further elaboration.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>				<p>The sampling plan does not target student groups required in ESSA.</p>
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State-- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all</p>	<p>(a)(3):</p>	<p>6</p>	<p>The proposal includes a plan to scale up with reference to the percentage of Corporations that will be engaged each year.</p>	<p>The proposal does not identify which LEAs will be engaged in the initial effort (though it does say this work will be accomplished). The proposal does not elaborate the strategy that will be employed to scale the innovative assessment. This is particularly concerning given the</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA's or consortium's criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA's plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across</p>				<p>expense and time that will be required to train, assess, and calibrate scorers.</p> <p>More specificity regarding the training plan, in addition to a pilot LEA monitoring plan for implementation consistency, would add to the defensibility of the proposal in this area.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)				
Total (out of 40) Criteria (a) (auto-total):	<u>27</u>			
<p>(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total)</p> <p>(b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—</p> <p style="padding-left: 40px;">(i) The success and track record of efforts to implement innovative assessments or innovative</p>	(b)(1):	3	<p>The IDOE staff and consultancy has the requisite experience and capacity to oversee and run a project such as this effort.</p> <p>The IDOE has education and community support to rethink how it approaches AA-AAAS.</p>	<p>There is not sufficient information presented to support a claim that professional development will be of high quality and that scoring rubric development and calibration will be sufficient to generate reliable results that can be used to make valid determinations about student performance, in reference to Indiana’s adopted achievement standards.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and</p> <p>(ii) The SEA's or LEA's development or use of--</p> <p>(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>				
<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p style="padding-left: 40px;">(i) The SEA's analysis of how capacity influenced the success of prior efforts to develop and implement</p>	<p>(b)(2):</p>	<p>3</p>	<p>The IDOE has LEA and regional support in place. There is documentation of experiences with prior vendors in related projects.</p>	<p>The population of students with significant cognitive disabilities (SWSCDs) is unique and there are few experts in AA-AAAS. It is not clear whether the IDOE staff or the eventual vendor(s) have the experience and expertise that is relevant to assessing SWSCDs in the manners proposed.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)</p>				
<p>(b)(3) (10 points)The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following: (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.</p>	(b)(3):	5	<p>The proposal documents support for a new AA-AAAS across the referenced groups.</p>	<p>The proposal does not include specific LEAs that will be part of the pilot, nor does it show that education and community partners who were consulted support the through-course design elaborated.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) The activities to occur in each year of the requested demonstration authority period;</p> <p>(ii) The parties responsible for each activity; and</p> <p>(iii) If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>				
<p>(c)(2) (10 points). The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p>	<p>(c)(2):</p>	<p>8</p>	<p>The proposal addresses all of these components.</p>	<p>The budget does not detail how the sums will be attributed into categories, at least, which would have allowed for more substantial input.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and</p> <p>(ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)</p>				
Total (out of 15) Criteria (c):	12			
<p>(d) Supports for educators, students, and parents. (Up to 25 points) The quality of the SEA or consortium's plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4)</p>	(d)(1):	3	The general train-the-trainers model, with video resources and proficiency determinations, is a defensible approach.	More specificity regarding training components, including rubrics, scoring accuracy analysis, etc., and on-site monitoring is needed. More specificity regarding what information teachers will receive from the observation/portfolio component is also needed.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;				
(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;	(d)(2):	0	The proposal suggests that parents will get access to information that might provide more complete and accurate information about their child's performance.	There is no information regarding how the project will communicate information to students or parents.
(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act,	(d)(3):	3	The pilot LEAs will receive the same accessibility supports provided throughout the system.	It is unclear how supports will look outside of the existing test delivery system (i.e., within the observation/portfolio component).

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and				
(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)	(d)(4):	6	The proposal suggests a plan to support reliability of local scoring.	The proposal does not include sufficient detail to support the claim that the plan will yield sufficiently reliable overall scores (nor does it suggest what reliability expectations will be applied). Though there is an indication that some information might be used for audits, no audit or monitoring plan is submitted.
Total (out of 25) Criteria (d):	12			
(e) Evaluation and continuous improvement. (Up to 20 points)	(e)(1):	8	The proposal's use of a third-party program evaluator, combined with the expertise of its staff and TAC,	More specificity regarding the specific project goals is needed to support an understanding about what

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>The quality of the SEA's or consortium's plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system's validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>			<p>should be sufficient to make these determinations.</p>	<p>the independent evaluator would focus upon. In addition, having some detail regarding the evaluation plan that are relevant to the goals of the project are needed.</p>
<p>(e)(2) (8 points) The SEA's or consortium's plan for continuous improvement of the innovative assessment system, including its process for--</p> <p>(i) Using data, feedback, evaluation results, and other information from</p>	<p>(e)(2):</p>	<p>4</p>	<p>There is a plan to review evaluative information proposed, as well as an indication that IDOE will respond to the data generated as received.</p>	<p>The plan does not elaborate how the pilot LEAs will be monitored for implementation consistency, a timeline for such events, or who will be charged with these tasks.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually.				
Total (out of 20) Criteria (e): (auto-total)	<u>12</u>			
Total (a+b+c+d+e) (auto-total)	<u>(27 + 11 + 12 + 12 + 12)</u> <u>74/120</u>			

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Instructions:

- The Panel Monitor will provide deadlines for submitting preliminary scores and comments.
- Review and score each application independently.
- Enter preliminary scores and comments into the Preliminary TRF.
- Send completed TRF to the Panel Monitor.
- The Panel Monitor will review scores and comments and ask you to clarify or elaborate if needed, so that comments clearly reflect and justify your scores.
- All scores and comments must be completed before panel discussions can be held.
- After discussion, revise your Preliminary TRF to reflect any changes you want to make.

Writing strengths and weaknesses:

- Make clear, evaluative statements about the substance of the criterion being discussed.
- Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets.
- You may comment on information that is missing or inconsistent with other parts of the application.
- Write for a broad audience. Avoid expressions and jargon that might not be commonly understood.

Scoring:

- You may choose to break comments down by subcriteria, which will make them easier to read and review. This is preferred but optional.
- When awarding points, you should NOT break down scores by sub-criteria. Each criterion receives one total score as directed in the TRF (for example, (a)(1)(i-ii) receives one score).
- A few criteria may not be applicable to every application. If so, follow the instructions in the TRF.

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Application A Reviewer 5

Regulatory Requirement	Determination	Explanation
<p>(a) 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>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>(a)</p> <p>___ Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u>X</u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The State plans to contract an educational research group in Year 1, as well as use their own experts in IDOE to develop the proposed revised alternate assessment.</p> <p>Before submission of the plan, the State surveyed stakeholders, particularly special education teachers about the current state of the alternate assessment. The State also met with members from (1) a group that work to connect local education agencies with technical assistance and (2) a group focused on providing resources to promote higher academic achievement for students with disabilities.</p> <p>The application includes plans to obtain feedback from special educators each year during the pilot phase.</p> <p>The State specifically mentions teachers, principals, school and corporation test coordinators.</p> <p>The stakeholder survey included less than 1% who self-identified as one of the following: local school board member, student, civil rights organization member, Indian tribe member or representative, English Learner or English Learner representative. Because 680 stakeholders responded to the survey, less than 1% of respondents could represent anywhere from 1 to 6 respondents in the listed groups.</p> <p>It is helpful that the survey included members from these groups, however, no specific effort was made to target representatives of Indian tribes located in the State, students with disabilities / parents of students with disabilities, those representing the interests of English Learners, or Civil rights organizations.</p>

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Regulatory Requirement	Determination	Explanation
<p><u>(b) Innovative assessment system.</u> A demonstration that the innovative assessment system does or will-- (1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment-- (i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and (ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-</p>	<p>(b)(1) ___X___ Application demonstrates a plan to meet this requirement during the course of the authority period. ___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>In 2021-2022 (Year 2), the State will administer the revised alternate assessment in grades 3-8 and high school in ELA, mathematics, and science in two or three corporations, serving as the initial pilot schools. In Years 3, 4, and 5, the number of corporations administering the revised alternate assessment, will include 25% of, 50% of, and all corporations in the State, respectively.</p> <p>The current general education assessment, ILEARN, and the current alternate assessment, I AM, will continue to be offered in non-pilot schools.</p>

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Regulatory Requirement	Determination	Explanation
<p>12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment.</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 (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>(b)(2) <input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	<p>The proposed modified alternate assessment will be based on the same blueprint as the existing alternate assessment and will be developed to address the State's challenging academic content standards. However, the State did not provide evidence that the current system does meet the academic content standards.</p>

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<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>(b)(3) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>The State’s performance level descriptors are specifically designed to indicate whether students are in need of additional support. The proposed revised alternate assessment will be designed to align with the current performance level descriptors. This information would allow stakeholders at the corporation, school, and classroom level to determine what students need additional support.</p>

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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.</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)</p>	<p>(b)(4)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or</i></p>	<p>The State will use anchor items from the current alternate assessment in the revised alternate assessment, to allow comparable scores and determinations to be made across both assessments. Students will not take both the current and the revised assessments in the same year.</p> <p>To ensure comparability, the State will assess the same Content Connectors on both assessments and keep the same relative point values. In addition, the use of anchor items will allow the a common scale to be used for the two versions.</p> <p>Comparability will be maintained by ensuring the same Content Connectors are assessed, the priority by which they are assessed and the relative point values associated with each item remain constant. Additionally, to ensure reporting can occur across systems, anchor items as highlighted by the new test design in Figure 9, demonstrated how the link across the two I AM measures can be established to a common scale.</p> <p>The State will employ the expertise of the TAC to ensure that scores are comparable across the current and revised versions.</p>

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Regulatory Requirement	Determination	Explanation
<p>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 assessment are administered, items or performance tasks from the statewide assessment</p>	<p><i>addressed by the application).</i></p>	

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Regulatory Requirement	Determination	Explanation
<p>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</p>		

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<p>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>(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (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 (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>(b)(5) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. _X_ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> ___ Application does not</p>	<p>The application concerns the State's alternate assessments for students with significant cognitive disabilities. Adequate accommodations will be provided, as needed, according to students' IEP. By incorporating observational components and authentic tasks, the proposed revised alternate assessment will allow more students to interact with and access the assessment.</p> <p>The State did not provide information about how English learners will participate in the revised alternate assessment.</p>

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Regulatory Requirement	Determination	Explanation
	demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i>	
(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;	<p>(b)(6) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during</p>	The State asserted "agreement with this expectation" and this section of the code is cited in the Indiana Assessment Policy Manual. (3.1 Project Narrative, p. 46).

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Regulatory Requirement	Determination	Explanation
	<p>the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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>(b)(7) <input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p>	<p>For students assessed with the proposed revised alternate assessment, their performance measured against the performance level descriptors, will be provided annually, including reports for classrooms, schools, and corporations. The proposed revised alternate assessment will be developed to use the current performance level descriptors for the current alternate assessment.</p>

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Regulatory Requirement	Determination	Explanation
	<p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></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>(b)(8) <input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or</i></p>	<p>The State already provides results of the current alternate assessment disaggregated by subgroups based on English learner status, ethnicity, gender, grade, home language, existence of a 504 plan, qualification for free or reduced lunch, and receipt of special education services.</p> <p>The State did not provide evidence that specific subgroups would be targeted for inclusion in the pilot study.</p> <p>Reviewer could not find information about the timely nature of notification of student results to parents / students, teachers, principals, and other school leaders. However, State does not plan to change reporting practices from existing.</p>

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Regulatory Requirement	Determination	Explanation
	<i>addressed by the application).</i>	
<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>	<p>(b)(9)</p> <p><input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The proposed revised alternate assessment will use the same performance level indicators. The State will continue to use its existing accountability structure without change. The revised assessment will use anchor items from the existing alternate assessment to ensure comparability of reporting across both assessments.</p> <p>No evidence was found on how the State will identify participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement.</p>

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Regulatory Requirement	Determination	Explanation
<p>(d) <u>Assurances.</u></p> <p>This application contains assurances that the lead SEA and each SEA applying as a consortium will:</p> <p>(1) Continue use of the statewide academic assessments in reading/language arts, mathematics, and science required under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act--</p> <p style="padding-left: 40px;">(i) In all non-participating schools; and</p> <p style="padding-left: 40px;">(ii) In all participating schools for which such assessments will be used in addition to innovative assessments for accountability purposes under section 1111(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;</p>	<p>(d)(1)</p> <p><u> X </u> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><u> </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>State provided a signed “Assurances” document.</p> <p>In addition, the implementation timeline states that schools not administering the revised alternate assessment will take the current alternate assessment.</p>
<p>(2) Ensure that all students and each subgroup of students described in section 1111(c)(2) of the Act in</p>	<p>(d)(2)</p> <p><u> </u> Application demonstrates a plan</p>	<p>State provided a signed “Assurances” document and the proposed revised alternate assessment will be developed to meet the current alternate achievement standards and align with the alternate performance standards. However, the State</p>

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Regulatory Requirement	Determination	Explanation
<p>innovative assessment demonstration authority, including--</p> <p>(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</p> <p>(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.</p> <p>(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</p>	<p>the course of the authority period.</p> <p><u> X </u> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p><u> </u> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	<p>The State writes that it will conduct an annual review, but it is not clear that the annual review will include feedback from teachers, principals and other school leaders, and other stakeholders, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system.</p>

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Regulatory Requirement	Determination	Explanation
<p>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. 18 (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</p>		

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Regulatory Requirement	Determination	Explanation
<p>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;</p>		
<p>(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--</p> <ul style="list-style-type: none"> (i) In an understandable and uniform format; (ii) To the extent practicable, written in a language that parents can understand or, if 	<p>(d)(4) ___ Application demonstrates a plan to meet this requirement during the course of the authority period. _X_ Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement</i></p>	<p>Other than the signed "Assurances" document provided by the State, the application did not include material about how the State will inform parents in participating schools about the innovative alternate assessment.</p>

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Regulatory Requirement	Determination	Explanation
<p>it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and</p> <p>(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</p>	<p><i>were not or addressed by the application).</i></p> <p>___ Application does not demonstrate a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p>(5) 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.</p>	<p>(d)(5)</p> <p><input checked="" type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>___ Application only partially demonstrates a plan to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not or addressed by the application).</i></p>	<p>State provided a signed "Assurances" document. In addition, the State writes that it will conduct an annual review, but it is not clear to whom the annual review report will be submitted.</p>

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Regulatory Requirement	Determination	Explanation
	<p><input type="checkbox"/> Application does not demonstrate a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p>	
<p><u>(e)Initial implementation in a subset of LEAs or schools. If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State--</u> (1) A description of each LEA, and each of its participating schools, that will initially participate, including demographic information and its most recent LEA report card under section 1111(h)(2) of the Act; and (2) An assurance from each participating LEA, for each year that the LEA is participating, that the LEA will comply with all requirements of this section.</p>	<p>(e) <input type="checkbox"/> Application demonstrates a plan to meet this requirement during the course of the authority period. <input checked="" type="checkbox"/> Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i> <input type="checkbox"/> Application does not demonstrate a plan</p>	<p>In 2021-2022 (Year 2), the revised alternate assessment will be administered to only 2 or 3 corporations. These 2 or 3 corporations will be taken from volunteers whose leaders serve as members of the Assessment Implementation Advisory Group (AIAG). In the application, the State has described the proposed sample of students when 25% and 50% of the State's corporations are included (in Years 3 and 4).</p> <p>However, the initial pilot corporations were not specified.</p>

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Regulatory Requirement	Determination	Explanation
	to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not met or addressed by the application).</i> OR This requirement is not applicable to this application	
<p><u>(f)Application from a consortium of SEAs.</u> If an application for the innovative assessment demonstration authority is submitted by a consortium of SEAs--</p> <p>(1) A description of the governance structure of the consortium, including--</p> <p>(i) The roles and responsibilities of each member SEA, which may include a description of affiliate members, if applicable, and must include a description of financial responsibilities of member SEAs;</p> <p>(ii) How the member SEAs will manage and, at their discretion, share intellectual property developed by the consortium as a group; and</p> <p>(iii) How the member SEAs will consider requests from SEAs to join or leave the consortium and ensure</p>	<p>(f)</p> <p>____Application demonstrates a plan to meet this requirement during the course of the authority period.</p> <p>____Application only partially demonstrates a plan to meet this requirement during the course of the authority period. <i>(explain what specific parts of this requirement were not or addressed by the application).</i></p> <p>____Application does not demonstrate a plan</p>	N/A

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Regulatory Requirement	Determination	Explanation
<p>that changes in membership do not affect the consortium's ability to implement the innovative assessment demonstration authority consistent with the requirements and selection criteria in this section and 34 CFR 200.106.</p> <p>(2) While the terms of the association with affiliate members are defined by each consortium, consistent with 34 CFR 200.104(b)(1) and paragraph (f)(1)(i) of this section, for an affiliate member to become a full member of the consortium and to use the consortium's innovative assessment system under the demonstration authority, the consortium must submit a revised application to the Secretary for approval, consistent with the requirements of this section and 34 CFR 200.106 and subject to the limitation under 34 CFR 200.104(d).</p>	<p>to meet this requirement during the course of the authority period.</p> <p><i>(explain what specific parts of this requirement were not met or addressed by the application).</i></p> <p>OR</p> <p>This requirement is not applicable to this application</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(a) Project narrative. The quality of the SEA's or consortium's plan for implementing the innovative assessment demonstration authority. In determining the quality of the plan, the Secretary considers--</p> <p>(a)(1) ; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable) The rationale for developing or selecting the particular innovative assessment system to be implemented under the demonstration authority, including--</p> <p style="padding-left: 40px;">(i) The distinct purpose of each assessment that is part of the innovative</p>	<p>(a)(1):</p>	<p>4</p>	<p>The State provided background on the current alternate assessment, I AM, including feedback from special education teachers about the format, length, and accessibility of the current system. The feedback demonstrated that special education teachers, on average, felt that the format of the current alternate assessment did not allow some of the students with severe cognitive impairments to interact with the material. In addition, the length of the assessment was felt to be too long for some students. Part of the proposed revised alternate assessment, I AM², will be embedded in the curriculum and</p>	<p>While some feedback will be addressed by the proposed revised alternate assessment, the concerns about testing time may not be as the assessment is stretched out over the whole year. Total testing time may actually increase.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>assessment system and how the system will advance the design and delivery of large-scale, statewide academic assessments in innovative ways; and</p> <p>(ii) The extent to which the innovative assessment system as a whole will promote high-quality instruction, mastery of challenging State academic standards, and improved student outcomes, including for each subgroup of students described in section 1111(c)(2) of the Act; (5 points if factor (3) is applicable; 10 points if factor (3) is inapplicable)</p>			<p>allow these students to interact with tasks that measure mastery of challenging State academic standards. In addition, the feedback from various components of the assessment will allow teachers to tailor instruction to the student.</p>	
<p>(a)(2) (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) The plan the SEA or consortium, in consultation with any external partners, if applicable, has to--</p> <p>(i) Develop and use standardized and calibrated tools, rubrics, methods, or other</p>	<p>(a)(2):</p>	<p>17</p>	<p>The State details how training will occur and be developed with the small number of schools administering the revised alternate assessment in Year 2. The limited number of corporations administering the revised alternate assessment in Year 2 will allow for feedback from educators and a chance to respond to it, with respect</p>	<p>No technical details were outlined about how the scoring protocols will be developed, nor how inter-rater reliability will be calculated.</p> <p>No technical details about how the scores from the through year and the summative assessments will be combined.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>strategies for scoring innovative assessments throughout the demonstration authority period, consistent with relevant nationally recognized professional and technical standards, to ensure inter-rater reliability and comparability of innovative assessment results consistent with 34 CFR part 200.105(b)(4)(ii), which may include evidence of inter-rater reliability; and (ii) Train evaluators to use such strategies, if applicable; (25 points if factor (3) is applicable; 30 points if factor (3) is inapplicable) and</p>			<p>to the scoring rubrics. The State will also determine how much support is required to train the educators on the scoring. Similarly, in Year 3, the state will work with only 25% of the corporations to ensure that the scoring can be adequately implemented. Throughout the entire process, the State intends to be in close contact with its TAC, as well as contract out some aspects of the research and test development to established groups / companies in the field of educational measurement.</p>	
<p>(a)(3) (10 points, if applicable) If the system will initially be administered in a subset of schools or LEAs in a State-- (i) The strategies the SEA, including each SEA in a consortium, will use to scale the innovative assessment to all</p>	<p>(a)(3):</p>	<p>7</p>	<p>The State has documented the progression of a small number of corporations administering the revised alternate assessment to full implementation over a four-year period. The State's decision to start with 2 or 3 volunteer corporations who have leaders serving on the</p>	<p>The State has not specified the initial pilot schools and so we cannot evaluate their demographic makeup.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>schools statewide, with a rationale for selecting those strategies;</p> <p>(ii) The strength of the SEA's or consortium's criteria that will be used to determine LEAs and schools that will initially participate and when to approve additional LEAs and schools, if applicable, to participate during the requested demonstration authority period; and</p> <p>(iii) The SEA's plan, including each SEA in a consortium, for how it will ensure that, during the demonstration authority period, the inclusion of additional LEAs and schools continues to reflect high-quality and consistent implementation across demographically diverse LEAs and schools, or contributes to progress toward achieving such implementation across demographically diverse LEAs and schools, including diversity based on enrollment of subgroups of students described in section 1111(c)(2) of the Act and student achievement. The plan must also include annual benchmarks toward achieving high-quality and consistent implementation across</p>			<p>AIAG will contribute to the willingness for those corporations to be a part of this pilot and provide useful feedback about all aspects of the revised assessment. In addition, in years 3 and 4, the State will select corporations to target a specific number of students from various subgroups, across the three geographical regions in the State.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
participating schools that are, as a group, demographically similar to the State as a whole during the demonstration authority period, using the demographics of initially participating schools as a baseline. (10 points, if applicable)				
Total (out of 40) Criteria (a) (auto-total):		28		
<p>(b) Prior experience, capacity, and stakeholder support. (Up to 20 points total)</p> <p>(b)(1) (5 points) The extent and depth of prior experience that the SEA, including each SEA in a consortium, and its LEAs have in developing and implementing the components of the innovative assessment system. An SEA may also describe the prior experience of any external partners that will be participating in or supporting its demonstration authority in implementing those components. In evaluating the extent and depth of prior experience, the Secretary considers—</p> <p style="padding-left: 40px;">(i) The success and track record of efforts to implement innovative assessments or innovative</p>	(b)(1):	3	<p>The TAC and members of the IDOE team have experience implementing the current alternate assessment. In addition, the State will contract with a research organization to assist with research into how best to develop the assessment, including how to divide the assessment over the school year and how to develop the training protocols to maintain reliability.</p>	<p>Reviewer did not find evidence of training for school staff on how to administer the assessment, particularly with respect to delivering accommodations.</p> <p>As the vendor has not been determined, cannot evaluate the external vendor’s capacity for development of the proposed alternate assessment.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>assessment items aligned to the challenging State academic standards under section 1111(b)(1) of the Act in LEAs planning to participate; and</p> <p>(ii) The SEA's or LEA's development or use of--</p> <p>(A) Effective supports and appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act for administering innovative assessments to all students, including English learners and children with disabilities, which must include professional development for school staff on providing such accommodations;</p> <p>(B) Effective and high-quality supports for school staff to implement innovative assessments and innovative assessment items, including professional development; and</p>				

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
<p>(C) Standardized and calibrated tools, rubrics, methods, or other strategies for scoring innovative assessments, with documented evidence of the validity, reliability, and comparability of annual summative determinations of achievement, consistent with 34 CFR part 200.105(b)(4) and (7). (5 points)</p>				
<p>(b)(2) (5 points) The extent and depth of SEA, including each SEA in a consortium, and LEA capacity to implement the innovative assessment system considering the availability of technological infrastructure; State and local laws; dedicated and sufficient staff, expertise, and resources; and other relevant factors. An SEA or consortium may also describe how it plans to enhance its capacity by collaborating with external partners that will be participating in or supporting its demonstration authority. In evaluating the extent and depth of capacity, the Secretary considers--</p> <p style="padding-left: 40px;">(i) The SEA's analysis of how capacity influenced the success of prior efforts to develop and implement</p>	<p>(b)(2):</p>	<p>3</p>	<p>The State has documented that some number of its special educators and administrators are invested in the development and implementation of a revised alternate assessment.</p>	<p>The State did not outline specific issues in prior development and implementation efforts that it will work to avoid with the revised alternate assessment.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
innovative assessments or innovative assessment items; and (ii) The strategies the SEA is using, or will use, to mitigate risks, including those identified in its analysis, and support successful implementation of the innovative assessment. (5 points)				
(b)(3) (10 points) The extent and depth of State and local support for the application for demonstration authority in each SEA, including each SEA in a consortium, as demonstrated by signatures from the following: (i) Superintendents (or equivalent) of LEAs, including participating LEAs in the first year of the demonstration authority period. (ii) Presidents of local school boards (or equivalent, where applicable), including within participating LEAs in the first year of the demonstration authority.	(b)(3):	7	Letters of support for the proposed revised alternate assessment were provided by directors of special education cooperatives, leaders of schools who wish to be part of the pilot, the TAC, organizations that support the State in technical assistance with assessments, special education services, and research support.	Letters of support from schools were in support of the proposed revised alternate assessment, but only one letter committed to being in the pilot. No letters of support were provided by local school boards, teacher organizations, parent organizations, or civil rights organizations.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback- Strengths	Reviewer Comments/Feedback- Weaknesses
(iii) Local teacher organizations (including labor organizations, where applicable), including within participating LEAs in the first year of the demonstration authority. (iv) Other affected stakeholders, such as parent organizations, civil rights organizations, and business organizations. (10 points)				
Total (out of 20) Criteria (b) (auto-total):		13		
(c) Timeline and budget. (Up to 15 points) The quality of the SEA's or consortium's timeline and budget for implementing the innovative assessment demonstration authority. In determining the quality of the timeline and budget, the Secretary considers-- (c)(1) (5 points) . The extent to which the timeline reasonably demonstrates that each SEA will implement the system statewide by the end of the requested demonstration authority period, including a description of--	(c)(1):	5	The timeline provided seems reasonable and includes the responsible parties. The timeline includes research components, administrative issues, annual reviews, and details of pilot implementation.	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) The activities to occur in each year of the requested demonstration authority period;</p> <p>(ii) The parties responsible for each activity; and</p> <p>(iii) If applicable, how a consortium's member SEAs will implement activities at different paces and how the consortium will implement interdependent activities, so long as each non-affiliate member SEA begins using the innovative assessment in the same school year consistent with 34 CFR part 200.104(b)(2); (5 points) and</p>				
<p>(c)(2) (10 points). The adequacy of the project budget for the duration of the requested demonstration authority period, including Federal, State, local, and non-public sources of funds to support and sustain, as applicable, the activities in the timeline under paragraph (c)(1) of this section, including--</p>	<p>(c)(2):</p>	<p>10</p>	<p>The budget seems sufficient for the project as proposed and relies upon funding from seemingly reliable sources.</p>	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>(i) How the budget will be sufficient to meet the expected costs at each phase of the SEA's planned expansion of its innovative assessment system; and</p> <p>(ii) The degree to which funding in the project budget is contingent upon future appropriations at the State or local level or additional commitments from non-public sources of funds. (10 points)</p>				
Total (out of 15) Criteria (c):	<u>15</u>			
<p>(d) Supports for educators, students, and parents. (Up to 25 points) The quality of the SEA or consortium's plan to provide supports that can be delivered consistently at scale to educators, students, and parents to enable successful implementation of the innovative assessment system and improve instruction and student outcomes. In determining the quality of supports, the Secretary considers--</p> <p>(d)(1) (5 points if factor (4) is applicable; 9 points if factor (4)</p>	(d)(1):	4	<p>With a previous assessment system, the State has demonstrated successful use of a "train-the-trainer" model, where one person at each location is trained as a test administrator. The State proposes a similar system for the proposed revised alternate assessment. In addition, in Years 1 and 2, a "calibration set of materials" will be developed that future test administrators will need to pass. In addition, the State will determine in Years 1 and 2 if a second rater is needed to ensure adequate reliability.</p>	<p>Few details were provided on how educators could use the test results to inform instruction. However, it was pointed out that the results from the revised alternate assessment would allow such adjustments of instruction to occur.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
is inapplicable). The extent to which the SEA or consortium has developed, provided, and will continue to provide training to LEA and school staff, including teachers, principals, and other school leaders, that will familiarize them with the innovative assessment system and develop teacher capacity to implement instruction that is informed by the innovative assessment system and its results;				
(d)(2) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA or consortium has developed and will use to familiarize students and parents with the innovative assessment system;	(d)(2):	0		No evidence was found on how students or parents would be familiarized with the proposed revised alternate assessment.
(d)(3) (5 points if factor (4) is applicable; 8 points if factor (4) is inapplicable) The strategies the SEA will use to ensure that all students and each subgroup of students under section 1111(c)(2) of the Act in participating schools receive the support, including appropriate accommodations consistent with 34 CFR part 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act,	(d)(3):	3	The same strategies currently in use to determine which students should take the alternate assessments and with which accommodations will be used with the proposed revised alternate assessment.	No accommodations were specifically mentioned for English learners. No evidence of support for training for teachers on how to deliver accommodations for alternate assessments.

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
needed to meet the challenging State academic standards under section 1111(b)(1) of the Act; and				
(d)(4) (10 points if applicable). If the system includes assessment items that are locally developed or locally scored, the strategies and safeguards (e.g., test blueprints, item and task specifications, rubrics, scoring tools, documentation of quality control procedures, inter-rater reliability checks, audit plans) the SEA or consortium has developed, or plans to develop, to validly and reliably score such items, including how the strategies engage and support teachers and other staff in designing, developing, implementing, and validly and reliably scoring high-quality assessments; how the safeguards are sufficient to ensure unbiased, objective scoring of assessment items; and how the SEA will use effective professional development to aid in these efforts (10 points if applicable)	(d)(4):	6	Teachers will be trained then required to pass a scoring calibration before they are allowed to score their own assessments.	No details were provided on how the scoring rubrics would be developed.
Total (out of 25) Criteria (d):	13			
(e) Evaluation and continuous improvement. (Up to 20 points)	(e)(1):	12	The State will contract with Garrett Consulting to conduct independent annual reviews. The group has	

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
<p>The quality of the SEA's or consortium's plan to annually evaluate its implementation of innovative assessment demonstration authority. In determining the quality of the evaluation, the Secretary considers—</p> <p>(e)(1) (12 points) The strength of the proposed evaluation of the innovative assessment system included in the application, including whether the evaluation will be conducted by an independent, experienced third party, and the likelihood that the evaluation will sufficiently determine the system's validity, reliability, and comparability to the statewide assessment system consistent with the requirements of 34 CFR part 200.105(b)(4) and (9); and</p>			<p>experience in evaluating assessment programs including efforts to develop alternate assessments.</p> <p>It seems likely that the evaluation will address the technical quality of the assessment.</p>	
<p>(e)(2) (8 points) The SEA's or consortium's plan for continuous improvement of the innovative assessment system, including its process for--</p> <p>(i) Using data, feedback, evaluation results, and other information from</p>	(e)(2):	5	<p>The State's proposal includes some attention to the possibility of revising scoring protocols based on feedback from the pilot schools in Year 2 of the authority period.</p>	<p>There was a lack of specificity about how data and feedback will be used to improve the quality of the assessment.</p>

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Application Selection Criteria	Reviewers score for this part		Reviewer Comments/Feedback-Strengths	Reviewer Comments/Feedback-Weaknesses
participating LEAs and schools to make changes to improve the quality of the innovative assessment; and (ii) Evaluating and monitoring implementation of the innovative assessment system in participating LEAs and schools annually.				
Total (out of 20) Criteria (e): (auto-total)	<u>17</u>			
Total (a+b+c+d+e) (auto-total)	<u>86</u>			