

2021 IADA Annual Performance Report

Grantee	New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301
Contact Name	Melissa White
Contact Email	Melissa.A.White@doe.nh.gov
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INSTRUCTIONS

Section 200.105(a)(d)(3) of the regulations for the Innovative Assessment Demonstration Authority provide that State(s) receiving the authority must report the following annually to the Secretary, at such time and in such manner as the Secretary may reasonably require:

- (i) An update on implementation of the innovative assessment demonstration authority, including--
 - (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
 - (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.
- (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.
- (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).
- (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;

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In addition, Title I, Part B, section 1204(c)(2) of the Act requires that progress shall be reported based on the annual information submitted by participating States described in subsection (e)(2)(B)(ix) and examine the extent to which—

(A) with respect to each innovate assessment system—

- (i) the State educational agency has solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system;
- (ii) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment system; and
- (iii) substantial evidence exists demonstrating that the innovate assessment system has been developed in accordance with the requirements of subsection (e)

(B) each State with demonstration authority has demonstrated that—

- (i) the same innovative assessment system was used to measure the achievement of all students that participated in the innovative assessment system; and
- (ii) of the total number of students, and the total number of each of the subgroups of students defined in section 1111(c)(2), eligible to participate in the innovative assessment system in a given year, the State assessed in that year an equal or greater percentage of such eligible students, as measured under section 1111(c)(4)(E), as were assessed in the State in such year using the assessment system under section 1111(b)(2).

To meet the requirements for this annual performance report, please provide the requested information in each of the sections that follow. The U.S. Department of Education understand that coronavirus may have affected the development and implementation of innovative assessment systems during the reporting year (2020-21). To the extent your SEA would like to provide more context or details related to these impacts, please incorporate them into your responses where relevant.

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I: Progress toward Plan and Timeline

New Hampshire's Performance Assessment of Competency Education (PACE) innovative assessment system was not operational during the 2020-21 school year. No meetings were held with school/district partners. There were no PACE leadership meetings. All LEAs and schools that were previously part of the PACE innovative assessment system will continue to administer the New Hampshire Statewide Assessment System (NH SAS) during the 2021-22 school year to all students in the federally-required grades/subjects as they did in Spring 2021. The remainder of this 2021 IADA Annual Performance Report was left blank other than the signature page because there were no activities during the 2020-21 school year to report.

Provide a description of the SEA's (or Consortium's) progress towards its plan and timeline in its approved application:

Dates	Activities	Status (completed, in progress, delayed or deferred)	Parties Responsible

If the innovative assessment system is not yet implemented statewide, provide a description of the SEA's progress in scaling up the system to additional LEAs or schools.

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In addition, to better inform the progress of scaling up the system, please provide:

- The list of LEAs that participated in the 2020-21 school year.
- For each participating LEA, the list of participating schools in 2020-21.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2020-21.
- The list of LEAs that will participate in the 2021-22 school year.
- For each participating LEA, the list of participating schools in 2021-22.
- For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2021-22 (a sample of the data structure is provided below; if the list of participating LEAs and schools is long, it may be submitted as an attachment).

School Year	LEA Name	School Name	Grade(s) and Subject(s) in which the Innovative Assessment System was/will be Administered
2020-21	LEA 1	School A	
2020-21	LEA 1	School B	
2020-21	LEA 1	School C	
2020-21	LEA 2	School A	
2020-21	LEA 2	School B	
2020-21	LEA 2	School C	
2021-22	LEA 1	School A	
2021-22	LEA 1	School B	
2021-22	LEA 1	School C	
2021-22	LEA 2	School A	
2021-22	LEA 2	School B	
2021-22	LEA 2	School C	

Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA’s progress in scaling up the system. This information may come from the State’s annual evaluation of its IADA assessment system. The information should include how data, feedback, evaluation results, and other information are used to improve the quality of the IADA assessment system (e.g., summary report of recommended changes from teachers/principals/school leaders, summary feedback from test administrator or scorer training, summary feedback from parent meetings).

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II: Student Performance

Attach a report on 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. Please be sure to include the subject area, the grade level(s), the number of students participating, the number of enrolled students, and % of students at each level of achievement for each school and LEA participating in the innovative assessment pilot.

III: School Demographic Information

III.A. If the innovative assessment system is not yet implemented statewide, attach 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 in the reporting year (2020-21).

A sample data template is provided below. If the data list is long, this may be submitted as an attachment.

School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2020-21	School A	All students				
2020-21	School A	Economically disadvantaged				
2020-21	School A	Major racial and ethnic groups in State (list by each group)				
2020-21	School A	Children with disabilities				
2020-21	School A	English learners				

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School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2020-21	School B	All students				
2020-21	School B	Economically disadvantaged				
2020-21	School B	Major racial and ethnic groups in State (list by each group)				
2020-21	School B	Children with disabilities				
2020-21	School B	English learners				
2020-21	All Participating Schools	All students				
2020-21	All Participating Schools	Economically disadvantaged				
2020-21	All Participating Schools	Major racial and ethnic groups in State (list by each group)				
2020-21	All Participating Schools	Children with disabilities				
2020-21	All Participating Schools	English learners				

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III.B. For any schools or LEAs that will participate for the first time in the following year (2021-22), attach school demographic information, including enrollment information, for the subgroups of students described in section 1111(c)(2) of the Act, *and describe 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).

A sample data template is provided below. If the data list is long, this may be submitted as an attachment.

School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2021-22	School A	All students				n/a
2021-22	School A	Economically disadvantaged				n/a
2021-22	School A	Major racial and ethnic groups in State (list by each group)				n/a
2021-22	School A	Children with disabilities				n/a
2021-22	School A	English learners				n/a
2021-22	School B	All students				n/a
2021-22	School B	Economically disadvantaged				n/a
2021-22	School B	Major racial and ethnic groups in				n/a

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School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
		State (list by each group)				
2021-22	School B	Children with disabilities				n/a
2021-22	School B	English learners				n/a
2021-22	School C	All students				n/a
2021-22	School C	Economically disadvantaged				n/a
2021-22	School C	Major racial and ethnic groups in State (list by each group)				n/a
2021-22	School C	Children with disabilities				n/a
2021-22	School C	English learners				n/a
2021-22	School D	All students				n/a
2021-22	School D	Economically disadvantaged				n/a
2021-22	School D	Major racial and ethnic groups in State (list by each group)				n/a
2021-22	School D	Children with disabilities				n/a
2021-22	School D	English learners				n/a
2021-22	All Participating Schools	All students				n/a
2021-22	All Participating Schools	Economically disadvantaged				n/a

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School Year	School Name	Student Category	Number of Enrolled Students	Number of Students Eligible to Participate in IADA Pilot Assessment	Number of Students Participating in IADA Assessment	% of Students Scoring Proficient or Above on IADA Assessment
2021-22	All Participating Schools	Major racial and ethnic groups in State (list by each group)				n/a
2021-22	All Participating Schools	Children with disabilities				n/a
2021-22	All Participating Schools	English learners				n/a

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IV: Consultation and Feedback

Describe feedback obtained during the reporting year (2020-21) from teachers, principals and other school leaders, and other stakeholders consulted, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system. Include a description of the method used to solicit the feedback (e.g., through surveys, focus groups, meetings) and the extent to which the feedback was solicited from each participating school and LEA.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
<p>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>		

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Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
(iv) Representatives of Indian tribes located in the State; (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and (vi) Civil rights organizations.		
Feedback on satisfaction with system. Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups (1) teachers; (2) principals and other school leaders; and (3) parents.		

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V-A: Requirements for the Innovative Assessment System--Developing a Valid, Reliable, and Comparable System

Describe the process, procedures, or steps followed to develop a valid, reliable, and comparable innovative assessment system.

Requirement	Description of Information, Summary, Process, Procedures, or Steps (be sure to describe each activity listed in the left-hand column. You may attach artifacts in lieu of providing a description.)
<p><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u></p> <p>Report on the following information, summary, processes, procedures, or steps:</p> <ol style="list-style-type: none"> (1) Process to create test specifications/blueprints to support developing IADA assessments that are technically sound and align to depth and breadth of content standards; (2) IADA assessment development is guided by test specifications (e.g., purpose and intended uses; test format and length; info about content, psychometric characteristics of items and test; software and hardware requirements); (3) Descriptive information (e.g., feedback from item development reviews) and empirical evidence (e.g., item difficulty, item discrimination) that IADA item selection supports item specifications/blueprint; 	

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| <ul style="list-style-type: none">(4) Procedures to develop IADA item pool to support test specifications/blueprint (e.g., summary of crosswalk of item pool and test blueprint, algorithm used to select IADA items and how algorithm covers blueprint);(5) Summary of IADA item specifications, by subject and grade (e.g., standards or targets to be assessed; item types, response format, and scoring; cognitive complexity; level of difficulty; accessibility tools and features);(6) Qualifications of item writers and reviewers (e.g., content expertise, experience);(7) Instructions provided to develop and review IADA items, including instruction to align items to content standards, steps to ensure accessibility to students, and information about accessibility tools and features;(8) Procedures to ensure IADA items adhere to IADA item specifications/blueprint;(9) Procedures to ensure content accuracy of IADA items;(10) Procedures to ensure the technical adequacy of IADA items (e.g., field and operational testing, thresholds for | |
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<p>eliminating items, differential item functioning (DIF) analysis, statements that flagged items are appropriate for student subgroups);</p> <p>(11) Procedures to ensure IADA items elicit intended response processes (e.g., cognitive labs, think-aloud sessions);</p> <p>(12) Steps taken to consider potential bias in IADA items;</p> <p>(13) Steps taken to review IADA items for sensitivity and potential offensiveness (e.g., criteria for sensitivity, specifications and rules followed, list of sensitivity reviewers and expertise);</p> <p>(14) Procedures to ensure all major content domains or strands assessed by IADA assessment are aligned to the IADA test specifications/blueprint;</p> <p>(15) Process to reduce construct irrelevance (e.g., reduce inappropriate reading load, avoid use of idioms or culturally specific words).</p>	
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V-B: Requirements for the Innovative Assessment System—Update on Meeting Requirements of Section 1111(b)(2)(B)

Please provide a brief report on the required elements of the Innovative Assessment System. This brief report is intended to update the State’s demonstration that the innovative assessment system does or will meet the requirements of section 1111(b)(2)(B).

Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p><u>Innovative assessment system. A demonstration that the innovative assessment system does or will--</u></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 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>(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>(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</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>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>Include:</p> <ol style="list-style-type: none"> (1) Objective nature of IADA items machine scoring (e.g., scoring rule limits for number of errors, scoring rules for technology-enhanced score capture and validity checking, how artificial intelligence (AI) scoring engine is trained and its accuracy); (2) Procedures to transform raw IADA scores to scale scores (overall and by subtest); (3) Description of IADA equating process (overall and, if appropriate, by subtest), including equating study design, statistical methods used and person parameters, overall information functions, size and relevant characteristics of examinee samples, characteristics of anchor items/test, and accuracy of equating functions; (4) Process to equate IADA scores across academic years; (5) IADA assessment form equivalence, by grade and subject (e.g., raw scores and p-values, standard error of measurement (SEM), dimensionality, test characteristic curve (TCC), test information function (TIF), conditional standard error of measurement (CSEM), score distributions); (6) Indication that the TCC or TIF for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest); 		

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>(7) Indication that CSEM or SEM for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest) (e.g., CSEM for each IADA interim assessment and final assessment for the entire scale or at cut scores, overall estimate of test error);</p> <p>(8) Reliability estimates, including:</p> <ul style="list-style-type: none"> a. Some type of reliability estimate for entire IADA student population (e.g., alpha coefficient) b. Some type of reliability estimate for each reported IADA subgroup (e.g., alpha coefficient) c. Decision consistency and accuracy reliability estimates of student classifications (based on IADA cut scores) d. Reliability estimates of correctly classified and incorrectly classified students <p>(9) Procedures to ensure use of simple language and uniform format in IADA score reports;</p> <p>(10) Availability of and access to translations who require accommodations to interpret IADA scores/results;</p> <p>(11) State generates annual State, district, and school IADA assessment reports;</p> <p>(12) Annual IADA assessment reports include student performance related to content and knowledge of assessed standards (e.g., scale scores); academic content descriptions of what students can and cannot do using achievement level descriptors (ALDs), performance level descriptors (PLDs), content knowledge learning maps or networks (e.g., subscores); and information to facilitate</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>interpreting results and addressing specific academic needs of students (e.g., itemized score analyses);</p> <p>(13) Annual IADA student assessment reports include indicator of annual IADA proficiency or summative achievement determination; indicators of annual student progress (e.g., subscores, ALDs or PLDs, learning maps); and indicators for identifying students not making progress (e.g., subscores on student report);</p> <p>(14) Annual IADA school report includes summative achievement results disaggregated by important subgroups;</p> <p>(15) Annual IADA district and State reports, with both including summative achievement of annual progress for all IADA pilot students and for important IADA pilot student subgroups;</p> <p>(16) Expectations from State of timeline for releasing individual student IADA reports to schools and districts;</p> <p>(17) Expectations from State and district for delivering student IADA score reports to parents;</p> <p>(18) Procedures to protect security of IADA assessment personally identifiable information (e.g., staff procedures, letter to parents, scoring manual).</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</p>		

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<p>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 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</p>		
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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>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 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>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>In addition to providing the information noted above, be sure to include the following information:</p> <p>(1) Evidence that IADA test results are comparable to those from the non-IADA system (e.g., provide within-grade IADA and non-IADA results for participating districts are comparable, student proficiency classification for IADA and non-IADA districts are comparable in terms of complexity included in each achievement level, comparability results align with expectations outlined in State's theory of action);</p> <p>(2) Description of across-years scaling procedures to transform IADA raw scores to scale scores; and</p> <p>(3) Description of across-years IADA equating process that includes design of equating study; statistical methods used and person parameter, and overall information functions; size and relevant characteristics of examinee samples; characteristics of anchor items/test; and accuracy of equating functions.</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 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2020-21).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<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>(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>(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</p>		

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to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(c);		
<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>		

VI: Training on and Familiarization with the Innovative Assessment System

Describe training provided to teachers, principals and other school leaders, and other stakeholders during the reporting year (2020-21) to implement the innovative assessment system, including the standard administration of the innovative assessments.

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Requirement	Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description).
<p>Training. Evidence that the SEA or consortium provided training or instructions for standard administration of the innovative assessment system on each of the following activities:</p> <ul style="list-style-type: none"> (1) Standard procedures for administering the IADA assessments (e.g., manual, slides); (2) Administering IADA assessment supports and accommodations to students with disabilities; (3) Administering IADA assessment supports and accommodations to English learners; (4) Hand-scoring constructed responses or essays (e.g., results of exact, adjacent, and discrepant agreement; validity check results; number of read-behind flags); (5) Handling test irregularities during IADA assessment administrations (e.g., test security handbook, test security plan, reports of internal or independent monitoring procedures); (6) Conducting external reviewing of IADA items for potential bias (e.g., criteria for review, steps where potential bias is considered, review by external review committee); (7) Reviewing IADA items for sensitivity and potential offensiveness (e.g., criteria for review, specifications and rules followed, list of reviewers and expertise); 	

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Requirement	Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description).
(8) Protecting IADA-related personally identifiable information (PII).	

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For each of the training topics below, briefly describe all training opportunities that your State provided for teachers, principals, and other school leaders during the reporting year (2020-21). For each training opportunity, report the number of individuals eligible to participate and the number of individuals who actually participated.

A sample data template is provided below. If the data list is long, this may be submitted as an attachment.

Training Topic	Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
(1) Training to familiarize teachers or school staff with the innovative assessment system (e.g., training on goals of innovative assessment system design including alignment to State standards for student learning, highlights of the key differences between the new and existing assessment systems, format, timeline for administration, and reporting)			
(2) Training on test security for the innovative assessment system (e.g., training on handling and distribution of innovative assessment materials, monitoring administration of innovative assessments)			
(3) Training on providing accommodations for students			

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Training Topic	Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
with disabilities in the innovative assessment system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of students with disabilities)			
(4) Training on providing accommodations for English learner (EL) students in the innovative system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of EL students)			
(5) Training on using innovative assessment data to inform instruction (e.g., training on analysis and interpretation of individual, subgroup, and/or class-level data for the purposes of identifying struggling students; checking student			

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Training Topic	Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description, such as training slides, sections, or an entire manual).	Number of Eligible Participants by Type (teachers, principals, other school leaders).	Number of Actual Participants by Type (teachers, principals, other school leaders).
mastery; adapting instructional resources and/or pacing; differentiating instruction; changing instructional strategies)			
(6) Training on using innovative assessments for accountability (e.g., training on analysis and interpretation of class and grade- level data for the purposes of informing curricular decisions and allocation of resources to support instruction at the school)			
(7) Training on using innovative assessments for accountability across student subgroups (e.g., training on analysis and interpretation of subgroup, class, and grade-level data for the purposes of identifying and addressing any gaps between student subgroups)			

Describe how the SEA or consortium familiarized students, parents, and LEA staff with the innovative assessment system during the reporting year (2020-21). Familiarization may include sharing a description of the new innovative assessment system, highlights of the key differences between the innovative and existing assessment systems, initial challenges associated with implementing the new system, and benefits of the

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innovative assessment system. Examples of familiarizing students and parents include materials that were sent to parents describing the innovative assessment system, agendas of meetings with parents and students to describe the innovative assessment system, and postings about the innovative assessment system on schools’/districts’ websites. Examples of familiarizing LEA staff include materials from meetings to describe the innovative assessment system, agendas and materials from trainings for staff on implementing the innovative assessment system.

The focus of this section is twofold: (a) information the State or consortium provided to students and parents to familiarize them with and acclimate them to the innovative assessment system and (b) support and training the State or consortium provided to LEA staff to familiarize and enable them to implement the innovative assessment system. Familiarizing students, parents, and LEA staff goes beyond the basic parental notification requirement in Section IX.

SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System	Description of (a) the Process the State or Consortium used to Familiarize and Acclimate Students and Parents to the Innovative Assessment System and (b) the Support and Training the State or Consortium Provided to LEA Staff to Implement the Innovative Assessment System (be sure to describe the process for each group listed in the left-hand column. You may attach artifacts [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description).
(1) Familiarize and acclimate students and parents to the IADA assessment system	
(2) Support and train LEA and school staff to implement the IADA assessment system and administer the IADA assessments	

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VII: Use of Innovative Assessment Data

Please describe how teachers, principals, and other school leaders are using the innovative assessment data during the reporting year (2020-21). You may attach artifacts in lieu of providing a description.

In particular:

To the extent the SEA has tracked teacher participation in activities that involve using innovative assessment data to inform instruction, report the percentage of participating teachers who have engaged in these activities. Examples of activities include using the data to identify struggling students, check student mastery, group students to deliver differentiated instruction, or change the pacing of lessons. Note that teachers may participate in activities using assessment data to inform instruction either individually or in teams.

To the extent the SEA has tracked principal and other school leader participation in activities that involve using innovative assessment data to improve accountability, report the percentage of participating principals and other school leaders who have engaged in these activities. Examples of activities include monitoring students' participation rates, evaluation of interim progress against long-term school improvement goals, root cause analysis, action planning, or identifying and addressing gaps between student subgroups.

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

Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year (2020-21), or any changes anticipated in the future.

IX: Parental Notification

Describe how the SEA or Consortium is ensuring 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--

- (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.

X: Assurances

If the innovative assessment system will initially be administered in a subset of LEAs or schools in a State, please attach an assurance from the SEA that affirms it has collected assurances from each participating LEA that the LEA will comply with all requirements of this section.

XI: Budget

Please describe any changes to the budget that vary from the approved application budget.

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XII: Certification

To the best of my knowledge and belief, all data in this annual performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Commented [A1]: Signa and date

Name of Authorized Representative:

Title:

Melissa White

Assessment Administrator

Signature:

Date (month/day/year):

Melissa White

8/31/21