![North Carolina State Board of Education logo] **NORTH CAROLINA**
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Statewide Administration of the Testing Program

SL 2019-165 (SB 343), 115C-174.12 Section 2.1(d)(e)

Date Due: December 15, 2022
DPI Chronological Schedule, 2022–2023

STATE BOARD OF EDUCATION

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NC DEPARTMENT OF PUBLIC INSTRUCTION
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Introduction

General Statute §115C-174.12(d) requires "by October 1 of each year, each local board of education shall notify the State Board of Education (SBE) of any local standardized testing to be administered to students by the local school administrative unit at the direction of the local board of education in its schools and the calendar for administering those tests. The local board of education shall include the following information:

    (1) the source of funds supporting the local testing program;
    (2) the time allotted to administer each test;
    (3) whether the test is a computer-based test or a paper-based test;
    (4) the grade level or subject area associated with the test;
    (5) the date the test results are expected to be available to teachers and parents;
    (6) the type of test, the purpose of the test, and the use of the test results; and
    (7) estimates of average time for administering tests required by the local board of education by grade level."

Section (d1) states "in each even-numbered year, each local board of education shall review all local standardized testing administered to students by the local school administrative unit at the direction of the local board of education for the prior two school years, in order to determine the number of tests administered to students and the number of hours required for students to complete the tests. If the average over the prior two-year period of either (i) the number of tests administered or (ii) the number of hours required for students to complete the tests exceeds the State average over the prior two-year period, as published pursuant to subsection (e1) of this section, the local board of education shall submit to the Department of Public Instruction and the State Board of Education, by October 1 of the even-numbered year, a plan to eliminate certain local standardized testing in order to ensure that neither the number of tests nor the number of hours required for students to complete the tests exceeds the State average. The State Board of Education shall waive the requirement that a local board develop and submit a plan if the State Board finds that the local board has made significant progress toward reducing local testing to the State average."

Section (e) of the same legislation requires the SBE to "submit a report to the Joint Legislative Education Oversight Committee containing information regarding the statewide administration of the testing program, including the number and type of tests and the testing schedule, and a summary of any local testing programs reported by local boards of education to the SBE in accordance with subsection (d)."

Section (e1) of the legislation requires "by September 1 of each year, the Superintendent of Public Instruction shall publish on the Web site of the Department of Public Instruction a uniform calendar that includes schedules for state-required testing and reporting results of tests for at least the next two school years, including estimates of the average time for administering state-required standardized tests. The uniform calendar shall be provided to local boards of education in an electronic format that allows each local board of education to populate the calendar with, at a minimum, the information required by subsection (d) of this legislation. The uniform calendar must be searchable by local school administrative unit and denote whether a test on the calendar is required by the state or required by a local board of education."

This report addresses the above legislative directives with respect to the 2022–23 school year. This report has three sections: the first section provides the information regarding the Annual Testing Program, the second section provides information gathered from local boards of

education regarding local testing programs, and the third section provides a summary of the two-year averages (2020–21 and 2021–22) for the total local tests administered and the total amount of local testing time.

Section 1: Annual Testing Program

The North Carolina Department of Public Instruction's (NCDPI) Office of Accountability and Testing (https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability) ensures that North Carolina's Annual Testing Program meets the requirements of all applicable state and federal laws. These laws are designed to promote student academic achievement and to assist stakeholders in understanding and gauging this achievement against standards. To these ends, the NCDPI Office of Accountability and Testing endeavors to accomplish the following three main objectives:

(1) Design and develop reliable and valid testing instruments,
(2) Uniformly implement and provide access to suitable assessment instruments for all students, and
(3) Provide accurate and statistically appropriate reports.

To meet these objectives, the NCDPI supports and administers an array of statewide standardized tests ranging in purpose from placement to summative measurement of academic achievement and ranging in grade from kindergarten to grade twelve. The NCDPI ensures that all tests are accessible to every North Carolina student, including students with disabilities. Per G.S. §115C-174.12(a)(4), "all annual summative assessments of student achievement adopted by the State Board of Education (SBE) and all final exams for courses are administered within the final ten (10) instructional days of the school year for year-long courses and within the final five (5) instructional days of the semester for semester courses." The Beginning of Grade 3 Reading Test is administered during the first fifteen days of the school year. The WIDA Screener for Kindergarten and the WIDA Screener are placement tests administered to newly arrived English Learners within the first thirty days of enrollment in a school. The career-and-college readiness testing, which includes Pre-ACT, The ACT, and ACT WorkKeys, occurs during predetermined windows in the fall and spring semesters.

Funding sources for the Annual Testing Program are the North Carolina Public School Fund (approximately seventy-five percent) and a State Assessment Grant from the federal government (approximately twenty-five percent). A separate allocation from the General Assembly funds the ACT suite.

In response to Section (e1) of this legislation, on September 1, 2022, the Superintendent of Public Instruction published on the NCDPI website a uniform calendar that includes the administration dates and times for all state-required testing and reporting results of tests for the next two school years. On August 1, 2022, a uniform calendar (survey) was provided to local boards of education in an electronic format which allowed each local board of education to populate the calendar with, at minimum, the information required by subsection (d) of the legislation. The uniform state calendars for the 2022–23 and 2023–24 school years are published on the NCDPI's website at https://www.dpi.nc.gov/two-year-schedule-state-required-testing-and-reporting-results.

The local testing calendars that denote local standardized testing administered to students by the local school administrative unit are searchable by local education agency (LEA) and are published on the NCDPI's website at https://accrpt.tops.ncsu.edu/local_testing/2023/lst/lst.html.

In addition, the NCDPI annually publishes the Annual Testing Program Operational Calendar. The operational calendar for 2022–23 is located at https://www.dpi.nc.gov/districts-

and is provided in the following tables.

TABLE 1. North Carolina Operational Testing Calendar for the 2021−22 school year – summer

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA™ Screener for Kindergarten	Kindergarten and First Semester Grade 1	Once upon initial enrollment	30–45	Initial assessment required within 30 calendar days of enrollment
WIDA™ Screener	Second Semester Grade 1 through Grade 12	Once upon initial enrollment	70	Initial assessment required within 30 calendar days of enrollment
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	Final 5 instructional days of the summer school course
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC tests only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	July 19–August 13, 2021
Read to Achieve Test	Grade 3	One Day	120	At the conclusion of reading camp

Summer Administrations of End-of-Grade and End-of-Course Tests for Accountability

Public school units may administer end-of-grade (EOG) and end-of-course (EOC) tests during summer programs that have been approved by their local board and take place after the academic year is complete. Summer program scores submitted by July 6 are included in accountability for achievement, but not for growth.

TABLE 2. North Carolina Operational Testing Calendar for the 2022–23 school year – fall

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA™ Screener for Kindergarten	Kindergarten and First Semester Grade 1	Once upon initial enrollment	30–45	Initial assessment required within 30 calendar days of enrollment
WIDA™ Screener	Second Semester Grade 1 through Grade 12	Once upon initial enrollment	70	Initial assessment required within 30 calendar days of enrollment
Beginning-of-Grade 3 Reading Test	Grade 3	One Day	90	• Traditional schools: first fifteen days of school year (Days 1–15) • Year-round schools: first fifteen days of school year beginning July 18, 2022
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC assessments only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	September 19– 30, 2022
PreACT®	Grade 10	One Day	130	October 17, 2022–December 16, 2022

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
College and Career Readiness Alternate Assessment (CCRAA)	Grade 10	One Day	150	October 17, 2022–December 16, 2022
ACT® WorkKeys	CTE Concentrators (High School)	One Day	165	November 14, 2022–December 9, 2022
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	• Final 5 instructional days of the semester • Final 10 instructional days of yearlong course • Final 5 instructional days of the summer school course
Read to Achieve Test	Grade 3	One Day	120	Schools offering a transitional third- or fourth-class combination or a fourth-grade accelerated class may make the local decision to administer by November 1, 2022

TABLE 3. North Carolina Operational Testing Calendar for the 2022–23 school year – spring

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA™ Screener for Kindergarten	Kindergarten and First Semester Grade 1	Once upon initial enrollment	30–45	Initial assessment required within 30 calendar days of enrollment
WIDA™ Screener	Second Semester Grade 1 through Grade 12	Once upon initial enrollment	70	Initial assessment required within 30 calendar days of enrollment
ACCESS for ELLs®	Kindergarten through Grade 12	Once annually	Varies by domain (4 domains)	January 23–March 10, 2023
Alternate ACCESS for ELLs®	Grades 1–12	Once annually	Varies by domain (4 domains)	January 23–March 10, 2023
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC assessments only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	February 15–28, 2023
The ACT®–Paper Testing Standard Administration	Grade 11	One Day	175	• Test Date 1: March 7, 2023 • Test Date 2: March 21, 2023 • Test Date 3: April 18, 2023
The ACT®–Paper Testing Accommodations Window	Grade 11	One Day	175 (varies by timing code)	• Test Window 1: March 7–10 and March 13–17, 2023 • Test Window 2: March 21–24 and March 27–31, 2023 • Test Window 3: April 18–21 and April 24–28, 2023
The ACT®–Online Testing Standard and Accommodations Windows	Grade 11	One Day	175	• Online Test Window 1: March 7–9 and March 14–16, 2023 • Online Test Window 2: March 21–23 and March 28–30, 2023 • Online Test Window 3: April 18–20 and April 25–27, 2023

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
College and Career Readiness Alternate Assessment	Grade 11	One Day	150	• Test Window 1: March 7–10 and March 13–17, 2023 • Test Window 2: March 21–24 and March 27–31, 2023 • Test Window 3: April 18–21 and April 24–28, 2023
NCEXTEND1 Alternate Assessment	Grade 11	One Day	Untimed (unique to each individual student)	• Test Window 1: March 7–10 and March 13–17, 2023 • Test Window 2: March 21–24 and March 27–31, 2023 • Test Window 3: April 18–21 and April 24–28, 2023
ACT® WorkKeys	CTE Concentrators (High School)	One Day	165	February 21, 2023—March 24, 2023
NCEXTEND1 Alternate Assessments	Grades 3–8, 10	One Day	Untimed (unique to each individual student)	Final 10 instructional days of the school year
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	• Final 5 instructional days of the semester • Final 10 instructional days of yearlong course • Final 5 instructional days of the summer school course
End-of-Grade Tests	Grades 3–8 Reading & Math; Grades 5 & 8 Science	Once at the completion of the school year	Reading–120 Math–120 Science–120	Final 10 instructional days of the school year
Read to Achieve Test	Grade 3	One Day	120	Final 10 instructional days of the school year
End-of-Grade Retest	Grade 3	One Day	120	Final 10 instructional days of the school year

TABLE 4. National Assessment of Educational Progress (NAEP) for the 2022–23 school year

Test	Grades or age tested	Frequency of administration	Number of schools participating	Administration time in minutes	Testing window
NAEP Long Term Trend Math and Reading Assessment	Age 13	Every 4 Years	Psychometric Sample	120	October 10, 2022–December 16, 2022
Sampled tests					
Assessment	**Grades or age tested**	**Frequency of administration**	**Number of schools participating**	**Administration time in minutes**	**Testing window**
TIMSS—Trends in International Mathematics and Science Study Assessment	Grades 4 and 8	Every 4 Years	Psychometric Sample	120	Spring 2023
ICILS—International Computer and Information Literacy Study Assessment	Grade 8	Every 4 Years	Psychometric Sample	120	Spring 2023

Test	Grades or age tested	Frequency of administration	Number of schools participating	Administration time in minutes	Testing window
PISA—Program for International Student Assessment (Math, Reading, Science, and Financial Literacy)	Age 15	Every 4 Years	Psychometric Sample	120	October 3, 2022– November 25, 2022

TABLE 5. North Carolina Operational Testing Calendar for the 2022−23 school year – summer

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA™ Screener for Kindergarten	Kindergarten and First Semester Grade 1	Once upon initial enrollment	30–45	Initial assessment required within 30 calendar days of enrollment
WIDA™ Screener	Second Semester Grade 1 through Grade 12	Once upon initial enrollment	70	Initial assessment required within 30 calendar days of enrollment
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	Final 5 instructional days of the summer school course
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC tests only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	July 18–31, 2023
Read to Achieve Test	Grade 3	One Day	120	At the conclusion of reading camp

Summer Administrations of End-of-Grade and End-of-Course Tests for Accountability

Public school units may administer end-of-grade (EOG) and end-of-course (EOC) tests during summer programs that have been approved by their local board and take place after the academic year is complete. Summer program scores submitted by July 6 are included in accountability for achievement, but not for growth.

TABLE 6. North Carolina Operational Testing Calendar for the 2023–24 school year – fall

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA Screener for Kindergarten/WIDA Screener	K–12	Once upon initial enrollment	• Kindergarten: 30–45 • Grades 1–12: 70	Initial assessment required within 30 calendar days of enrollment
Beginning-of-Grade 3 Reading Test	Grade 3	One Day	90	• Traditional schools: first fifteen days of school year (Days 1–15) • Year-round schools: first fifteen days of school year beginning July 18, 2022
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC assessments only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	TBD

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
PreACT®	Grade 10	One Day	130	TBD
College and Career Readiness Alternate Assessment (CCRAA)	Grade 10	One Day	150	TBD
ACT® WorkKeys	Concentrators (High School)	One Day	165	TBD
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	• Final 5 instructional days of the semester • Final 10 instructional days of yearlong course • Final 5 instructional days of the summer school course
Read to Achieve Test	Grade 3	One Day	120	Schools offering a transitional third- or fourth-class combination or a fourth-grade accelerated class may make the local decision to administer by November 1, 2023

TABLE 7. North Carolina Operational Testing Calendar for the 2023–24 school year – spring

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
WIDA Screener for Kindergarten or WIDA Screener	K–12	Once upon initial enrollment	• Kindergarten: 30–45 • Grades 1–12: 70	Initial assessment required within 30 days of initial enrollment
ACCESS for ELLs®	Kindergarten through Grade 12	Once annually	Varies by domain (4 domains)	TBD
Alternate ACCESS for ELLs®	Grades 1–12	Once annually	Varies by domain (4 domains)	TBD
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments	For EOC assessments only	One Day	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	TBD
The ACT®–Paper Testing Standard Administration	Grade 11	One Day	175	• Test Date 1: TBD • Test Date 2: TBD • Test Date 3: TBD
The ACT®–Paper Testing Accommodations Window	Grade 11	One Day	175 (varies by timing code)	• Test Window 1: TBD • Test Window 2: TBD • Test Window 3: TBD
The ACT®–Online Testing Standard and Accommodations Windows	Grade 11	One Day	175	• Online Test Window 1: TBD • Online Test Window 2: TBD • Online Test Window 3: TBD
College and Career Readiness Alternate Assessment	Grade 11	One Day	150	• Test Window 1: TBD • Test Window 2: TBD • Test Window 3: TBD
NCEXTEND1 Alternate Assessment	Grade 11	One Day	Untimed (unique to each individual student)	• Test Window 1: TBD • Test Window 2: TBD • Test Window 3: TBD

Test	Grades tested	Frequency of administration	Administration time in minutes	Testing window
ACT® WorkKeys	CTE Concentrators (High School)	One Day	165	TBD
NCEXTEND1 Alternate Assessments	Grades 3–8, 10	One Day	Untimed (unique to each individual student)	Final 10 instructional days of the school year
End-of-Course Tests	The grade in which the course is taken	Once at the completion of the course	Biology–120 English II–150 NC Math 1–180 NC Math 3–180	• Final 5 instructional days of the semester • Final 10 instructional days of yearlong course • Final 5 instructional days of the summer school course
End-of-Grade Tests	Grades 3–8 Reading & Math; Grades 5 & 8 Science	Once at the completion of the school year	Reading–120 Math–120 Science–120	Final 10 instructional days of the school year
Read to Achieve Test	Grade 3	One Day	120	Final 10 instructional days of the school year
End-of-Grade Retest	Grade 3	One Day	120	Final 10 instructional days of the school year

TABLE 8. National Assessment of Educational Progress (NAEP) for the 2023–24 school year

Test	Grades or age tested	Frequency of administration	Number of schools participating	Administration time in minutes	Testing window
NAEP Reading and Mathematics Assessment	Grades 4 and 8	Yearly	Psychometric Sample	120	Spring 2024

The NCDPI Office of Accountability and Testing also provides accurate and statistically appropriate reports for public use through the following websites:

- Accountability and Testing Results: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting
- NC School Report Cards: https://www.dpi.nc.gov/data-reports/school-report-cards

Section 2: Local Testing Programs

Background
"General Statute §115C-174.12 (d) requires each local board of education to "notify the SBE of any local standardized testing to be administered to students by the local school administrative unit at the direction of the local board of education in its schools and the calendar for administering those tests."

To standardize and make comparable the information submitted by LEAs in response to the legislation, the NCDPI created a standard format and specific requirements for LEAs to use for their submissions. The NCDPI collected the LEA submissions from August 1, 2022, through October 1, 2022. In the instructions and supporting materials the NCDPI provided to LEAs, "local testing" was defined, for the purposes of this report, as follows:
- "Testing that is administered in schools within local school administrative units as initiated by the LEA and administered either LEA- or school-wide (including for all students of one grade in a district or school)."
- Testing that is initiated by classroom teachers was to be considered part of the teachers' instructional practice and thus, not considered local testing for the purposes of this report.
- Testing that is provided by the state, but it is a local decision of whether to administer (NC Check-Ins) is included in this report. The NC Check-Ins 2.0 tests are not included in this report if participation is part of the pilot. The pilot schools are participating at the request of the state to support the development of the North Carolina Personalized Assessment Tool. For additional information on the pilot, see https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests#nc-check-ins-20-and-nc-check-ins.
- Testing that is required by the state was not considered local testing for the purposes of this report.

As directed by G.S.§115C-174.12(e), "a summary of any local testing programs reported by local boards of education to the State Board of Education in accordance with [the legislation]" is provided in Section 3 of this report.

Summary of Information Submitted by Local Boards of Education
All 115 LEAs reported the local testing that is initiated by the LEA and administered either LEA- or school-wide. The extent of local testing appears to vary widely across the LEAs, ranging from one to sixteen tests. Unless otherwise noted in this report, a total of 801 local tests were reported statewide.

The NCDPI used the data to describe the following aspects of local testing (as required by the legislation):
- "local testing to be administered to students by the local school administrative unit at the direction of the local board of education in its schools,
- the calendar for administering those tests,
- the source of funds supporting the local testing program,
- the time allotted to administer each test,
- whether the test is a computer-based test or a paper-based test,
- the grade level or subject area associated with the test,
- the date the test results are expected to be available to teachers and parents,
- the type of test, the purpose of the test, and the use of the test results, and

- estimates of average time for administering tests required by the local board of education by grade level."

Local Testing: Type of Test, Test Subject, and Grade Level
Across the 115 LEAs, the focus of local testing programs appears to be benchmark or interim (459) and formative assessments (363). Benchmark and interim are two terms used typically, and often interchangeably, by district and school personnel to describe tests that are administered throughout the school year, but not at the end of the school year. These tests, designed to measure a point in time of a student's progress toward mastery of content, may or may not be directly aligned with the state end-of-grade (EOG) or end-of-course (EOC) summative assessments. Since some local districts use the term "interim" for this type of test, while others use the term "benchmark," the local testing data collection offered LEAs either term as an option for describing local testing. As seen in Figure 1, the terms are combined for purposes of understanding the type of local testing being conducted in North Carolina.
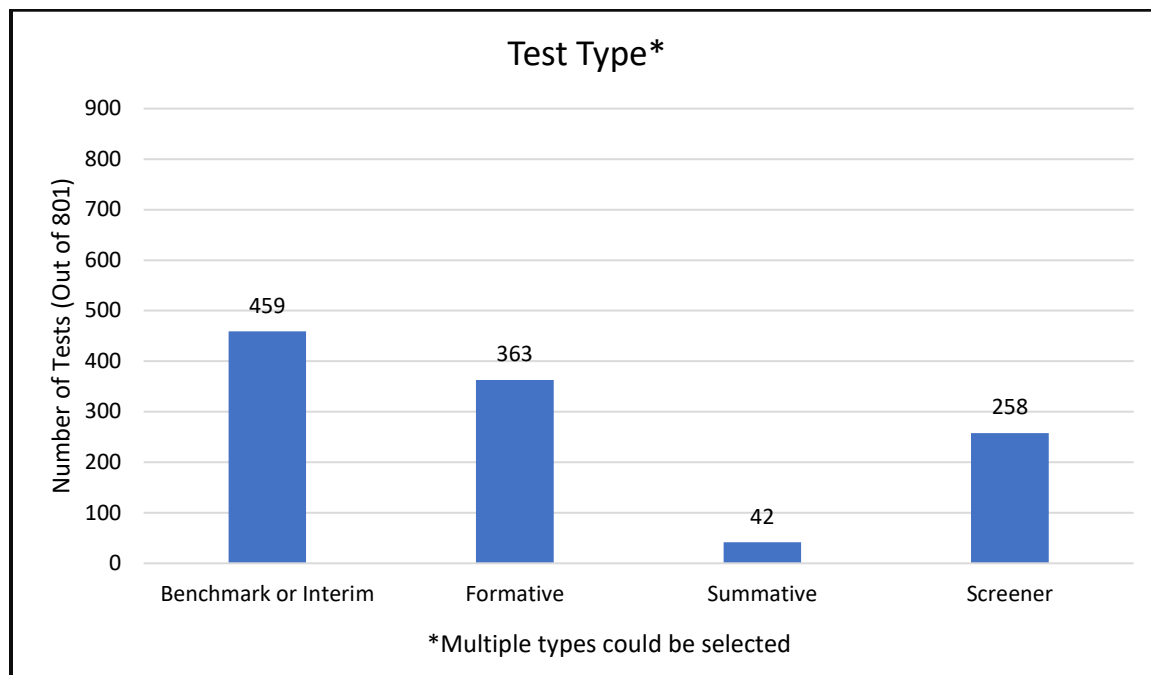
FIGURE 1. Type of tests administered locally.

The focus of local testing appears to be on the core subject areas of reading and mathematics (see Figure 2). These subjects are the focus of the statewide EOG and EOC tests used for state and federal school accountability purposes.
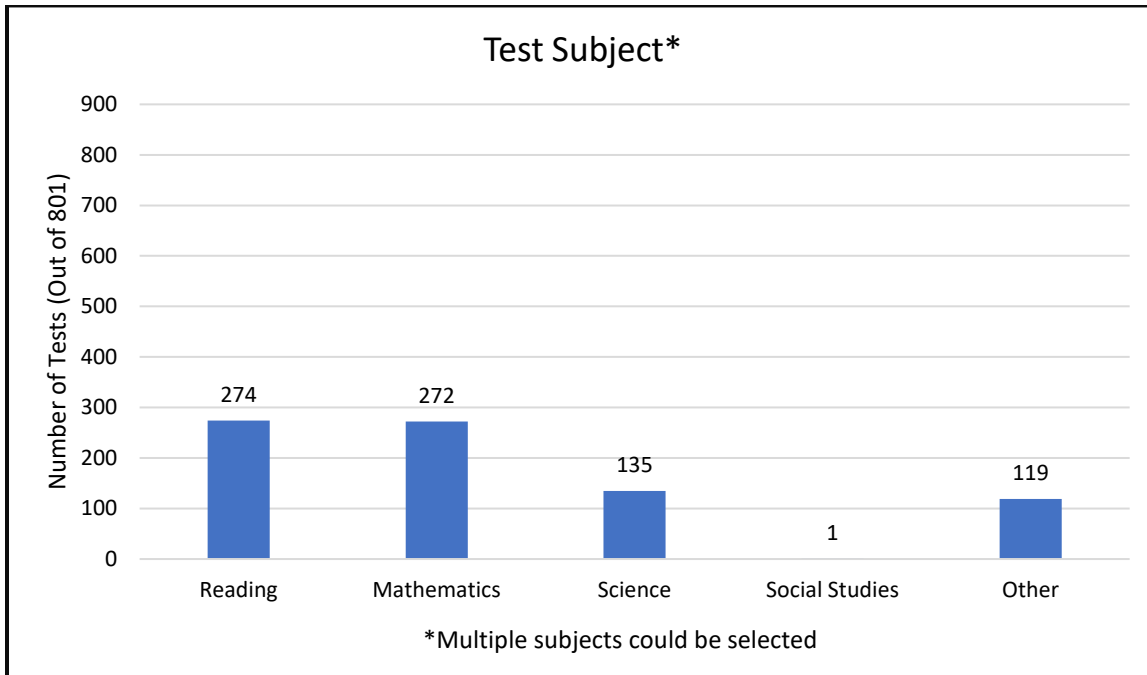

FIGURE 2. Subject areas tested locally.

As seen in Table 9 and Figure 3, more local testing occurs in grades 3, 5, and 8. Overall, students in grades 3 through 8 are tested more than students in elementary grades K–2 and high school grades 9–13.

TABLE 9. Grades tested*

Grade level	Frequency	Percent of 801 tests administered
Kindergarten (K)	115	14.4
Grade 1	121	15.1
Grade 2	165	20.6
Grade 3	419	52.3
Grade 4	368	45.9
Grade 5	466	58.2
Grade 6	388	48.4
Grade 7	347	43.3
Grade 8	458	57.2
Grade 9	184	23.0
Grade 10	241	30.1
Grade 11	186	23.2
Grade 12	93	11.6
Grade 13	10	1.3

* Districts could select more than one option for the grades tested. Percentages in this case will sum to over 100, and the N will sum to over 801.
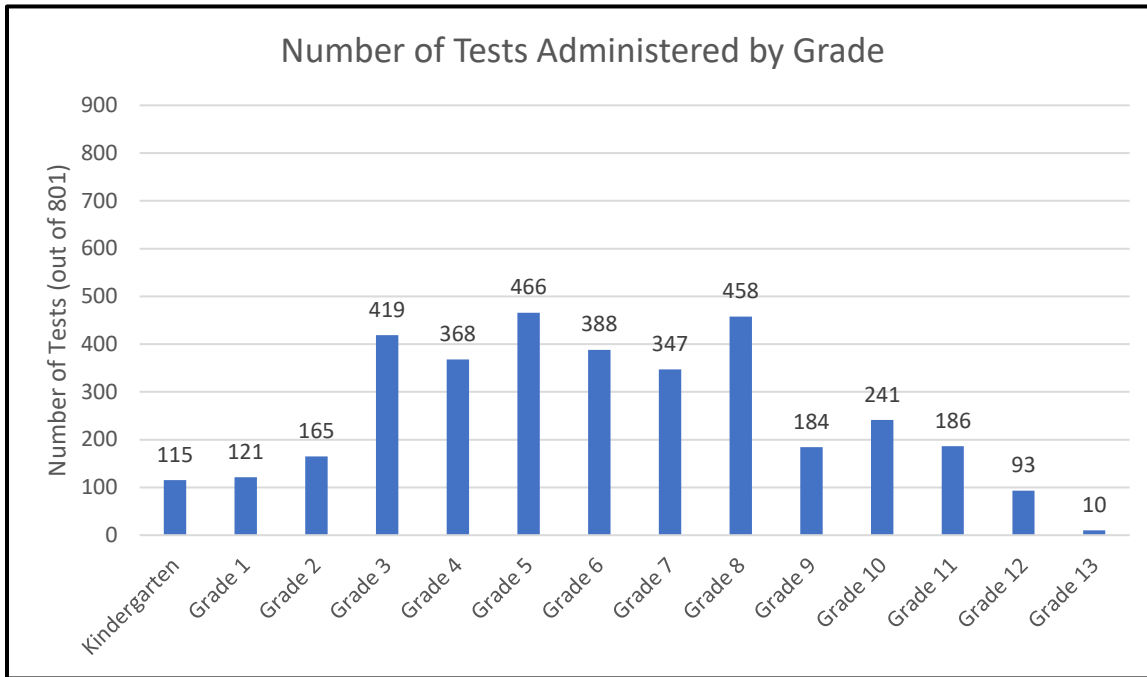
FIGURE 3. Number of tests administered by grade.

Delivery Mode

Over ninety percent of the 115 LEAs reported that local testing was administered online rather than paper (see Figure 4). Effective with the 2017–18 school year, the Annual Testing Program began providing all state tests in both online and paper format. All state-administered tests are required to be administered online except for The ACT and NCEXTEND1 at Grade 11.
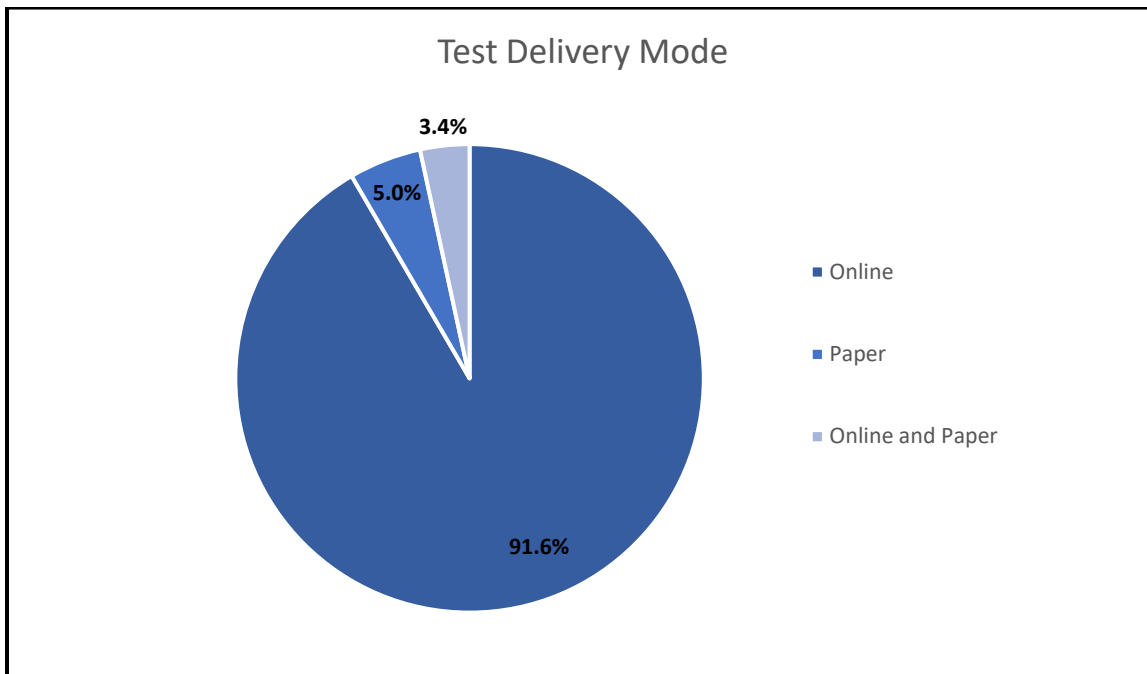

FIGURE 4. Test delivery mode.

Calendar for Administering Local Testing

To administer local tests, LEAs establish testing windows during which each test is to be given either LEA-wide (sometimes staggered to occur at different times at particular schools) or for

particular grades. These testing windows typically have a start date—the initial date on which students may be tested in certain schools, or every school, in the LEA. Schools then have the discretion to determine if they will schedule school or grade-wide testing. Some testing may be scheduled on a given day for students in small groups or for individuals, depending upon a school's resources and/or the accommodations required by individual students. A testing window may be many days long, so that all students in the target population can be tested, but that does not imply that each individual student undergoes testing more than once in the window or for an extended period of time. For example, during a scheduled LEA testing window of fifteen days for a particular benchmark or interim, each student may undergo less than one full school day of testing.

Statewide, in every month of the school year, at least one local testing window is scheduled to begin. The most common months during which local testing windows begin are January and April (see Figure 5).
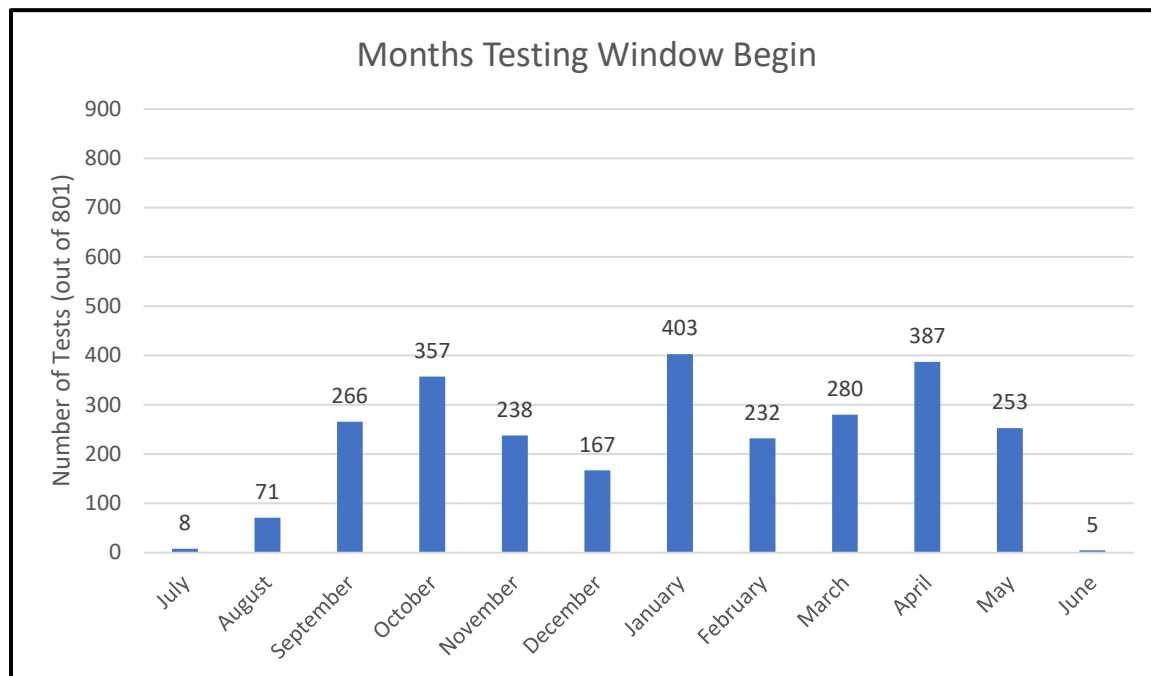

FIGURE 5. The months local testing windows begin.

Figure 6 shows the total number of hours allotted for all tests by grade and month. The purpose of this calendar map is to show the months where students take tests for the longest amounts of time.
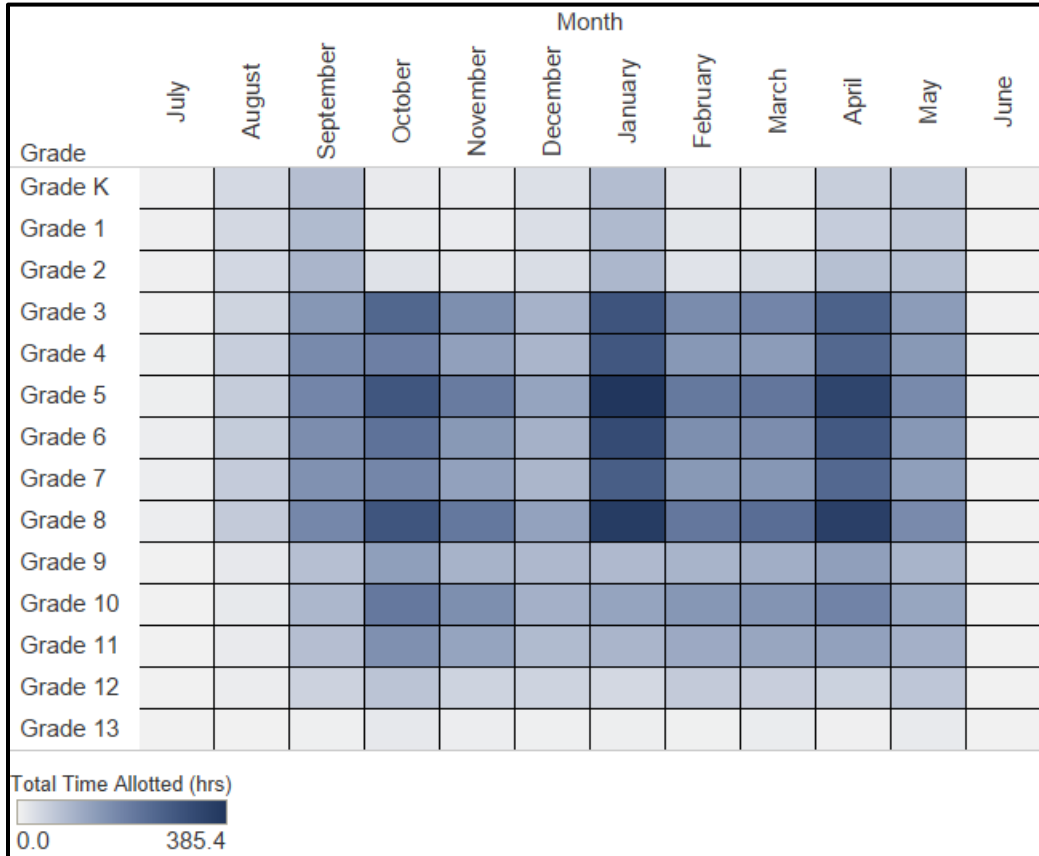

FIGURE 6. Total hours for all tests by grade and month.

As shown in Figure 7, the length of scheduled testing windows appears to vary between one day and more than fifteen days, with a five-day testing window most reported. A summary of testing windows provides insight into how much time LEAs are building into their academic calendars to administer local testing programs.
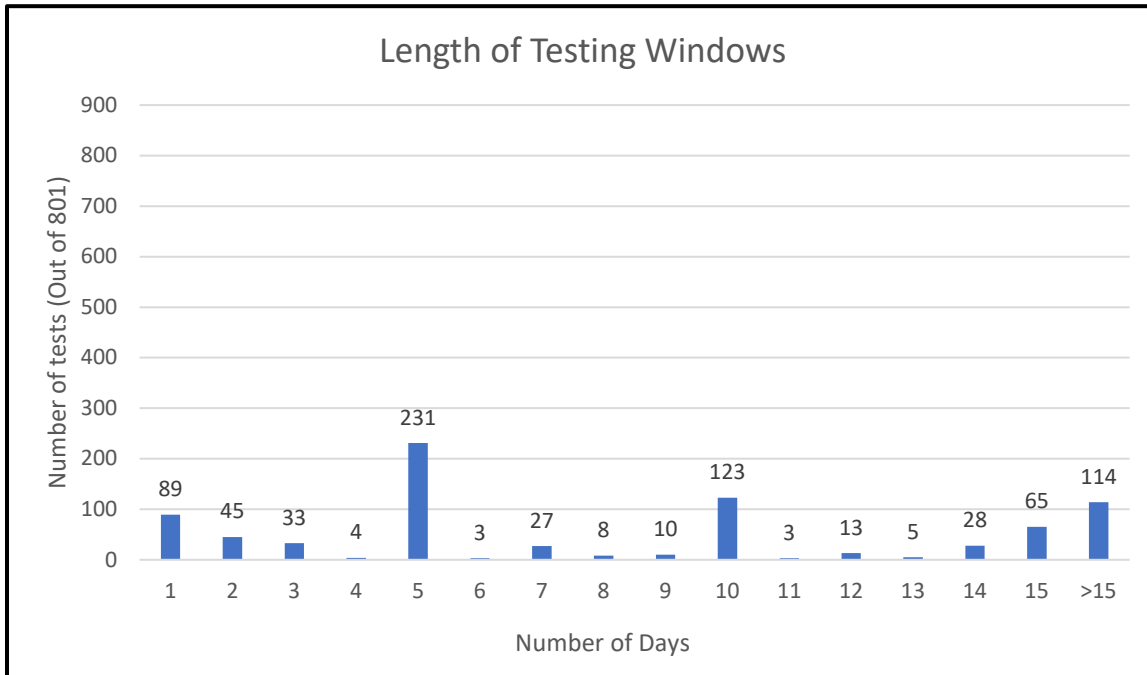
FIGURE 7. The length of testing windows in days.

Time Allotted for Standard Administration
The time LEAs allot for standard administrations of local tests varies from 30 minutes or less to up to four hours (see Figure 8). Across the 115 LEAs, over fifty percent of the tests administered require 61 to 90 minutes for the standard administration.
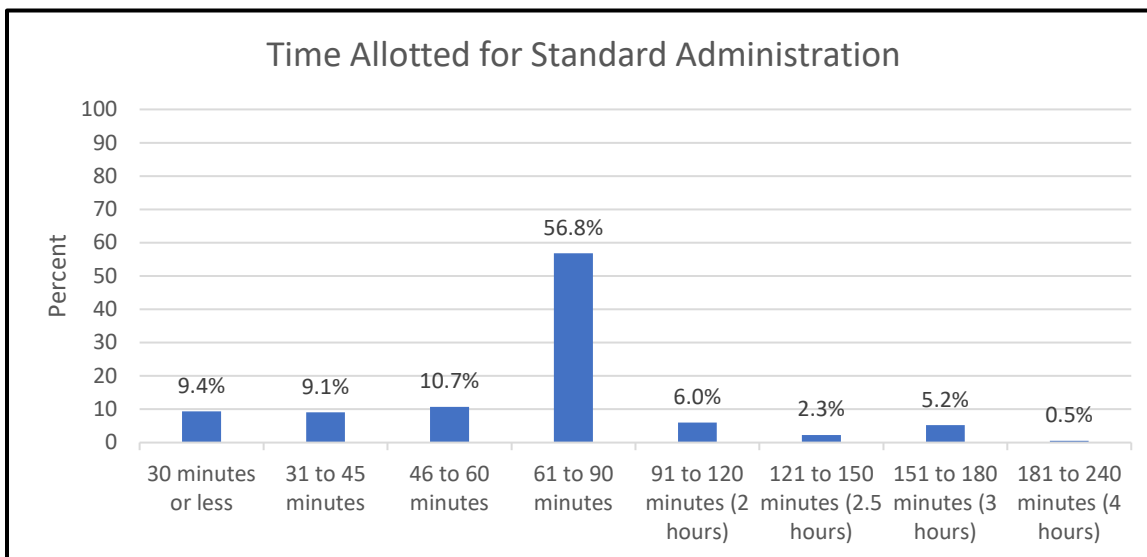

FIGURE 8. LEAs' estimated time for standard administration of local tests.

The map in Figure 9 shows the time allotted in hours per year for local tests administered by LEAs for grades K–13.
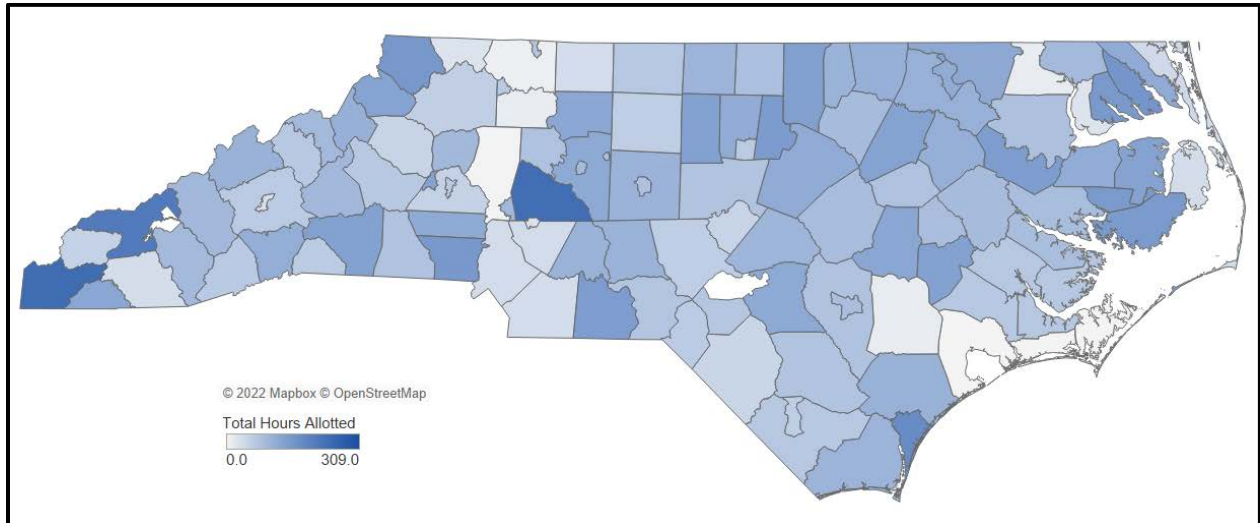

FIGURE 9. Hours allotted for testing in grades K–13 by LEA.

Test Format and Availability of Results

Regardless of the format of delivery (i.e., online or paper), tests that contain multiple-choice test items only allow LEAs to get test results within the same day of the test administration. Tests that contain performance items, such as constructed response or short answer items, take longer to score. The scoring process for performance items usually begins the morning after the test record is received by the vendor or scorer. The results are returned to the LEA within approximately five to seven business days. A summary of the data in Figures 10 and 11, shows that most of the local tests contain multiple-choice items only (87.0%), and that most of the teachers (89.4%) receive results from these tests within five days of the administration.
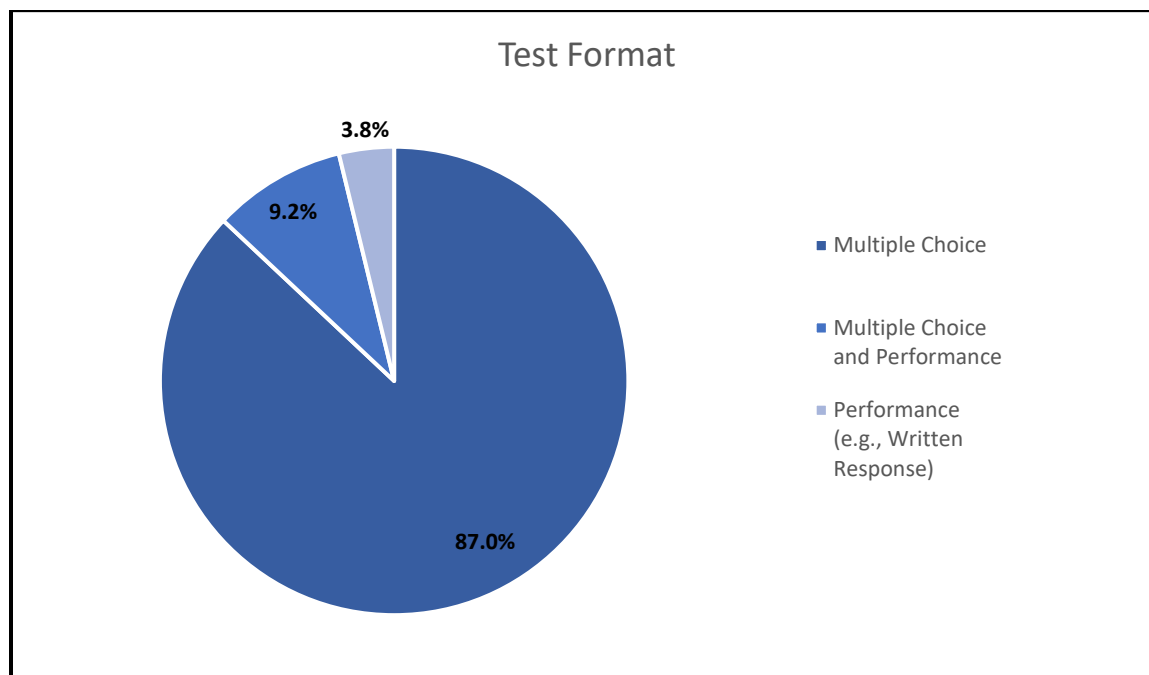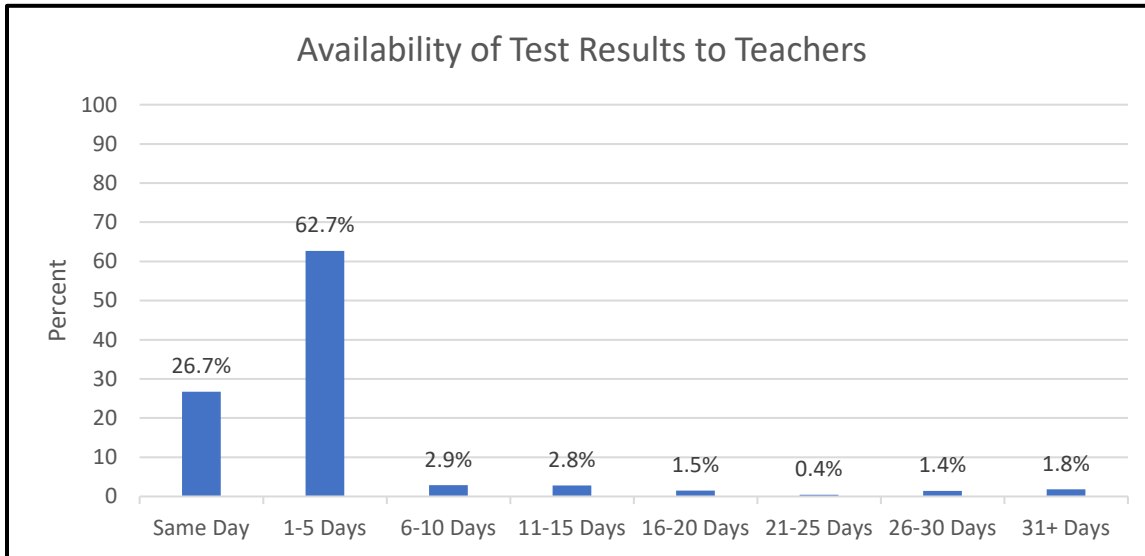

FIGURE 10. Test format.

FIGURE 11. Availability of test results in days for teachers.

16 N.C. Admin. Code 06D .0307 states the following:

"(g) LEAs shall, at the beginning of each school year, provide information to students and parents or guardians advising them of the districtwide and State-mandated tests that students will be required to take during that school year. In addition, LEAs shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Also, information provided to parents shall include whether the State Board of Education or the local board of education requires the test(s).

(h) LEAs shall report scores resulting from the administration State-mandated tests from the Annual Testing Program to students and parents or guardians no later than 30 days after the test is administered and along with available score interpretation information within 30 days from receipt of the scores and interpretive documentation from the NCDPI."

Figure 12 shows the number of days by test that it takes for parents to receive their student's score and/or interpretive documentation for local tests. Data collected shows that 71.3% of parents receive results within ten days of the generation of the score. However, the data also indicates that some parents (3.6%) do not receive test results until thirty-one or more days after the generation of the score.
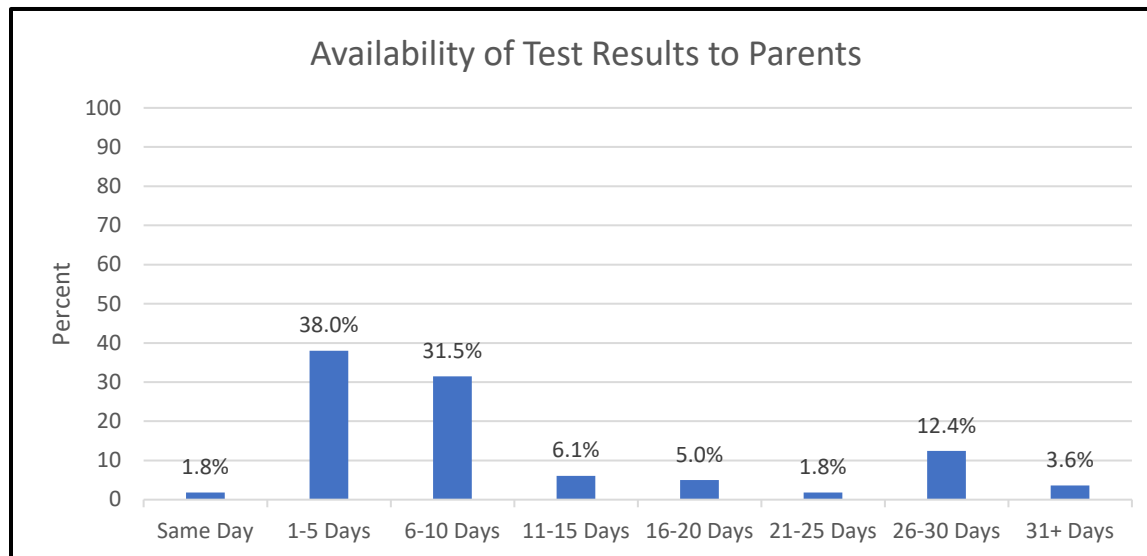

FIGURE 12. Availability of test results in days for parents.

Purpose of the Test and Use of the Results
A summary of the data in Figure 13 shows that educators from the 115 LEAs use the results from local tests most often to try to determine if students have mastered the concepts and skills covered by instruction (i.e., mastery). The type of tests teachers typically administered to determine mastery and guide future instruction are interim or benchmark and formative tests (see Figure 1). Interim or benchmark tests are like formative tests in the sense that they help teachers see what students know and understand as well as topics students are having difficulty grasping.

Diagnostic testing is a form of pre-assessment that allows teachers to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. Teachers typically administer diagnostics for reading and math skills, using the results to provide remedial instruction or place students within appropriately leveled classes or small groups. Some schools also diagnose concepts as a whole to reveal commonly held misconceptions in specific subjects. Results of these diagnostics inform teachers about the direction of their instruction, meaning how early or advanced in the topic they can begin.
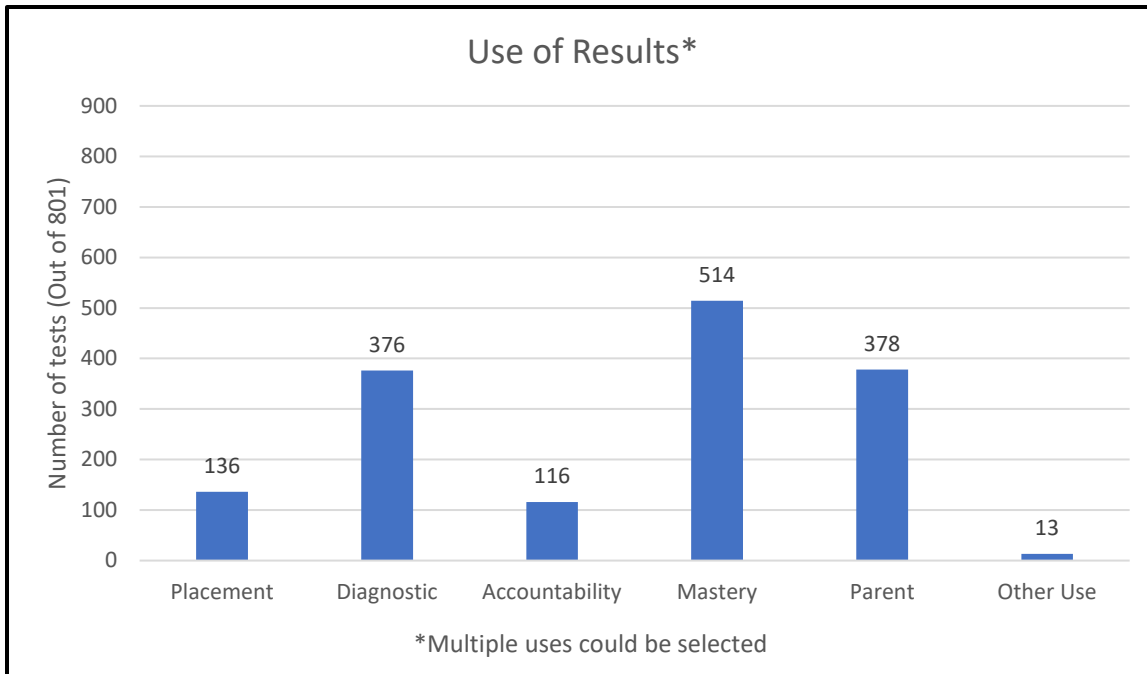
FIGURE 13. Use of test results.

Test Developers for Local Tests

Local tests are either purchased from a vendor, created by the LEA, or acquired from the state (e.g., NC Check-Ins). As shown in Figure 14, most LEAs purchase local tests from vendors.
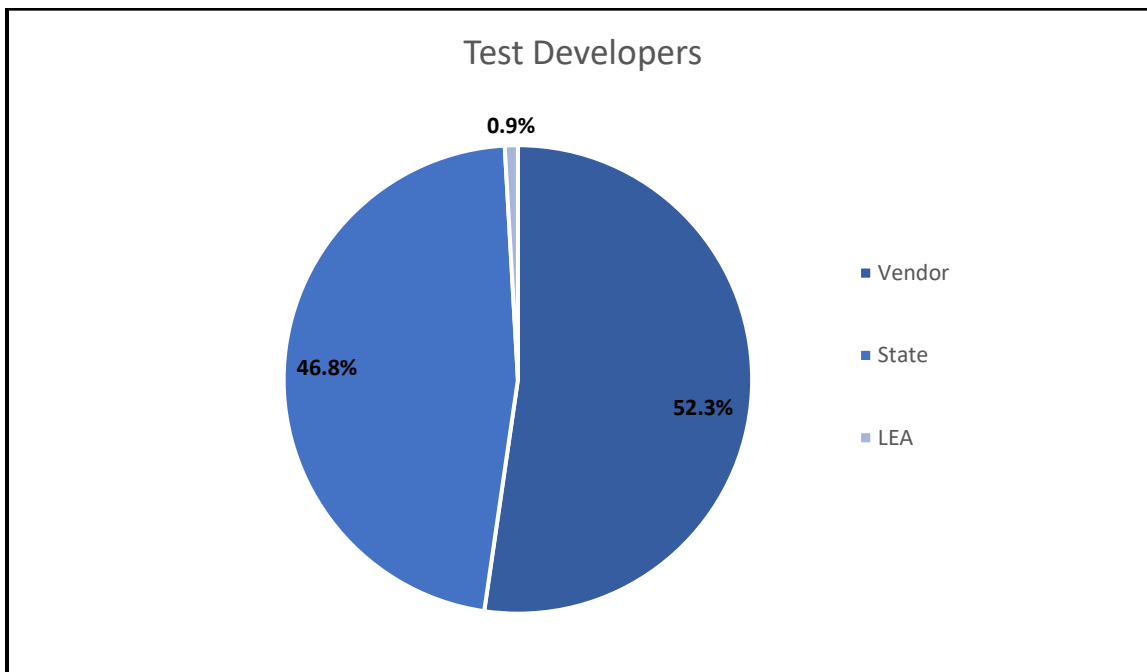

FIGURE 14. Test developers of local tests.

Source of Funds Supporting Local Testing Programs

State funds are the primary source of funding for local testing, followed by district funds. Figure 15 illustrates the breakdown of funds supporting local testing programs.
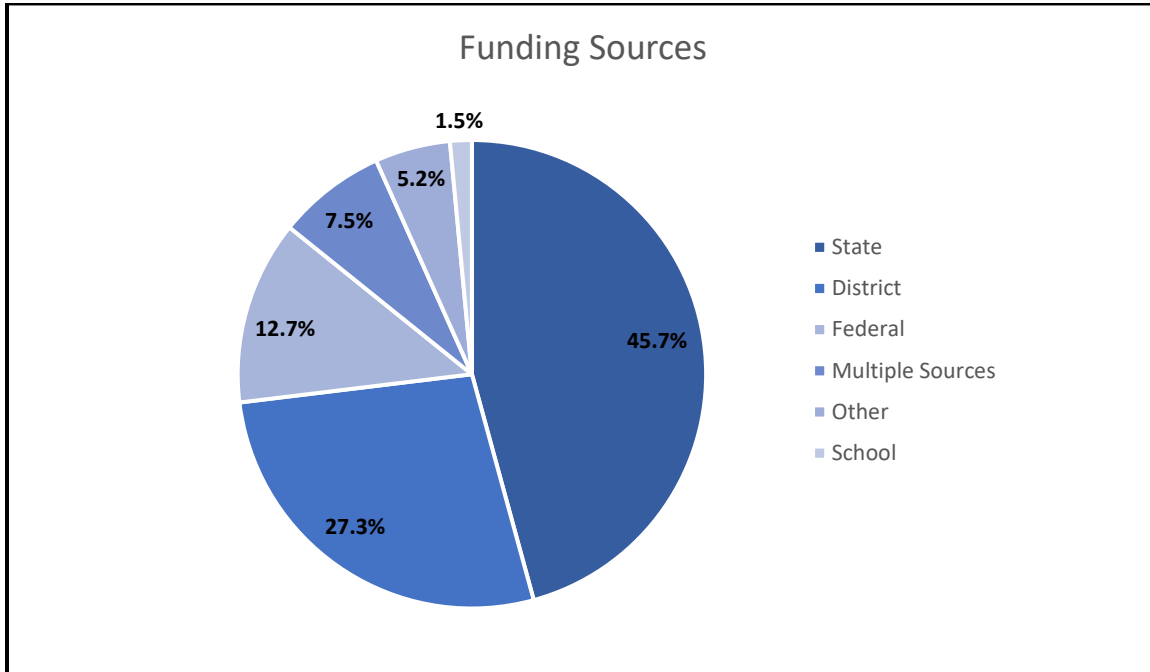
Funding Sources

Legend:
- State
- District
- Federal
- Multiple Sources
- Other
- School

Values shown: 45.7%, 27.3%, 12.7%, 7.5%, 5.2%, 1.5%

FIGURE 15. Source of funds supporting local testing.

Section 3: Local Testing Report Two-Year Summary Findings

The LEAs meet the requirements of this statute by submitting an annual survey to the NCDPI. The survey data submitted is used to calculate the two-year averages. The LEA must include the name of the test administered, how often the test is provided throughout the year, what grade levels are required to take the test, what subjects the tests cover, and how much time is allotted to administer each test. This data is used to determine the LEA and state averages for the number of tests administered and the amount of time testing.

State Average of Local Tests Administered
For the 2020–21 and 2021–22 school years, the local testing report survey results indicated an average of 91.6 tests administered across the state. Out of the 115 LEAs surveyed, fifty-one were identified as being over the state average, which is 44% of the LEAs. Across the state, the averages varied with the lowest average being 24 and the highest average being 282 tests administered at the local level.

State Average of Time Administering Local Tests
For the 2020–21 and 2021–22 school years, the local testing report survey results indicated an average of 123.9 hours spent testing across the state. Out of the 115 LEAs surveyed, forty-six were identified as being over the state average, which is 40% of the LEAs. Across the state, the averages varied with the lowest average being 27.9 hours and the highest average being 341.3 hours spent testing at the local level.

Local Testing Report Plans Summary
A review of the two-year local testing report plans indicates most LEAs are eliminating local tests that are deemed redundant. The plans submitted to the NCDPI outlined how streamlining available tests and resources will assist in decreasing the number of tests administered, subsequently reducing the amount of time spent testing. The following exerts from the local testing report plans are representative of the efforts to reduce local testing:
- "At the district and school level, administrators will document the use of local assessments including the time required for assessing. This data will be collected and discussed quarterly to ensure students are not excessively being tested."
- "We will continue to evaluate the number of benchmark and mid-term assessments administered to limit the loss of instructional time, while continuing to provide adequate data to inform instruction, determine gaps in understanding, and identify opportunities for enrichment."
- "We will review and analyze the data of all local assessments administered and will eliminate assessments that are not relevant and aligned to the NC State standards and or grade level content standards."
- "We will evaluate what data is needed and when it is needed in order to inform and improve instructional practices that lead to improved student achievement. We administer our screeners and benchmarks intentionally and strategically."
- "Efforts were made to condense the number of assessments and the amount of time required for assessment purposes."
- "We will meet with stakeholders and review all assessments currently being used as well as review the data in order to determine which assessments we can utilize to give us a total picture of the child's academic abilities. Instead of using multiple tests that assess the same skills, we will determine which assessments will yield the best data that will assist teachers in closing the achievement gap."