North Carolina Annual Performance Report 2021–22 Appendix

Contents

Part I Appendices

Exhibit I-01: 2021–22 NC Interims Participation List

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Northwest	140	Caldwell County Schools	140304	Baton Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140308	Collettsville School	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140312	Davenport A+ School	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140316	Dudley Shoals Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140324	Gamewell Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140332	Gamewell Middle	No	Yes	No	Yes
Northwest	140	Caldwell County Schools	140306	Gateway School	No	Yes	No	Yes
Northwest	140	Caldwell County Schools	140324	Granite Falls Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140336	Granite Falls Middle	No	Yes	No	Yes
Northwest	140	Caldwell County Schools	140344	Happy Valley Elementary	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140307	Horizons Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140352	Hudson Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140356	Hudson Middle	No	Yes	No	Yes
Northwest	140	Caldwell County Schools	140360	Kings Creek Elementary	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140372	Lower Creek Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140376	Oak Hill Elementary	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140384	Sawmills Elementary	Yes	No	Yes	No

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Northwest	140	Caldwell County Schools	140392	West Lenoir Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140396	Whitnel Elementary	Yes	No	Yes	No
Northwest	140	Caldwell County Schools	140368	William Lenoir Middle	No	Yes	No	Yes
Northwest	181	Hickory City Schools	181344	Viewmont Elementary	Yes	No	Yes	No
Western	209	Cherokee Central Schools (Federal)	209208	Cherokee Elementary	Yes	No	Yes	No
Western	209	Cherokee Central Schools (Federal)	209206	Cherokee Middle	No	Yes	No	Yes
Southeast	400	Greene County Schools	400318	Greene County Intermediate	Yes	No	Yes	No
Southeast	400	Greene County Schools	400312	Greene County Middle	No	Yes	No	Yes
Western	440	Haywood County	440314	Bethel Elementary	Yes	No	Yes	No
Western	440	Haywood County	440318	Bethel Middle School	No	Yes	No	Yes
Western	440	Haywood County	440320	Canton Middle School	No	Yes	No	Yes
Western	440	Haywood County	440328	Clyde Elementary	Yes	No	Yes	No
Western	440	Haywood County	440348	Hazelwood Elementary	Yes	No	Yes	No
Western	440	Haywood County	440349	Jonathan Valley Elementary	Yes	No	Yes	No
Western	440	Haywood County	440350	Junaluska Elementary	Yes	No	Yes	No
Western	440	Haywood County	440364	Meadowbrook Elementary	Yes	No	Yes	No
Western	440	Haywood County	440368	North Canton Elementary	Yes	No	Yes	No

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Western	440	Haywood County	440396	Waynesville Middle School	No	Yes	No	Yes
North Central	510	Johnston County Schools	510328	Cleveland Elementary	Yes	No	Yes	No
North Central	510	Johnston County Schools	510329	Cleveland Middle	No	Yes	No	Yes
North Central	510	Johnston County Schools	510396	West Smithfield Elementary	Yes	No	Yes	No
North Central	510	Johnston County Schools	510414	West View Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620312	Candor Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620314	East Middle	No	Yes	No	Yes
Sandhills	620	Montgomery County Schools	620318	Green Ridge Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620310	Montgomery Learning Academy	No	Yes	No	Yes
Sandhills	620	Montgomery County Schools	620324	Mount Gilead Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620330	Page Street Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620334	Star Elementary	Yes	No	Yes	No
Sandhills	620	Montgomery County Schools	620339	West Middle	No	Yes	No	Yes
Southeast	650	New Hanover Schools	650308	Carolina Beach Elementary School	Yes	No	Yes	No
Southeast	650	New Hanover Schools	650356	Ogden Elementary School	Yes	No	Yes	No
Southeast	650	New Hanover Schools	650380	Masonboro Elementary School	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770364	Cordova Middle	No	Yes	No	Yes

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Sandhills	770	Richmond County Schools	770310	East Rockingham Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770316	Ellerbe Middle	No	Yes	No	Yes
Sandhills	770	Richmond County Schools	770318	Fairview Heights Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770328	Hamlet Middle	No	Yes	No	Yes
Sandhills	770	Richmond County Schools	770340	L J Bell Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770344	Mineral Springs Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770346	Monroe Avenue Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770360	Rockingham Middle	No	Yes	No	Yes
Sandhills	770	Richmond County Schools	770370	Washington Street Elementary	Yes	No	Yes	No
Sandhills	770	Richmond County Schools	770368	West Rockingham Elementary	Yes	No	Yes	No
Sandhills	830	Scotland County Schools	830304	Carver Middle School	No	No	No	Yes
Sandhills	830	Scotland County Schools	830328	Laurel Hill Elementary	Yes	No	No	No
Sandhills	830	Scotland County Schools	830316	Shaw Academy	No	No	No	Yes
Sandhills	830	Scotland County Schools	830352	South Johnson Elementary	Yes	No	No	No
Sandhills	830	Scotland County Schools	830349	Spring Hill Middle	No	No	No	Yes
Sandhills	830	Scotland County Schools	830364	Sycamore Lane Elementary	Yes	No	No	No
Sandhills	830	Scotland County Schools	830360	Wagram Elementary	Yes	No	No	No

NC INTERIMS PARTICIPATION LIST: 2021–22								
SBE REGION	**LEA CODE**	**LEA/CHARTER NAME**	**SCHOOL CODE**	**SCHOOL NAME**	**GRADE 4 MATH**	**GRADE 7 MATH**	**GRADE 4 READING**	**GRADE 7 READING**
Northeast	940	Washington County Schools	940306	Creswell Elementary	Yes	No	Yes	No
Northeast	940	Washington County Schools	940314	Pines Elementary	Yes	No	Yes	No
Northeast	940	Washington County Schools	940328	Washington County Middle	No	Yes	No	Yes
Sandhills	26B	Alpha Academy Charter	26B	Alpha Academy Charter	Yes	Yes	Yes	Yes
North Central	39A	Falls Lake Academy	39A	Falls Lake Academy	Yes	No	No	Yes
Sandhills	60B	Sugar Creek Charter School	60B	Sugar Creek Charter School	Yes	Yes	Yes	Yes
Southwest	60Q	Invest Collegiate	60Q	Invest Collegiate Transform	Yes	Yes	Yes	Yes
Sandhills	63A	The Academy of Moore County	63A	The Academy of Moore County	Yes	Yes	Yes	Yes
Southeast	65Z	D.C. Virgo Preparatory School	65Z	D.C. Virgo Preparatory School	Yes	Yes	Yes	Yes

Exhibit I-02: 2022–23 NCPAT Participation List

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Northeast	80	Bertie County Schools	80314	Bertie Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northeast	80	Bertie County Schools	80348	Aulander Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	80	Bertie County Schools	80356	West Bertie Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	80	Bertie County Schools	80360	Colerain Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	80	Bertie County Schools	80362	Windsor Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140304	Baton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140308	Collettsville School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140312	Davenport A+ School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140316	Dudley Shoals Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140324	Gamewell Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140332	Gamewell Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	140	Caldwell County Schools	140306	Gateway School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	140	Caldwell County Schools	140324	Granite Falls Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140336	Granite Falls Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	140	Caldwell County Schools	140344	Happy Valley Elementary	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140307	Horizons Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140352	Hudson Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140356	Hudson Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	140	Caldwell County Schools	140360	Kings Creek Elementary	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northwest	140	Caldwell County Schools	140372	Lower Creek Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140384	Sawmills Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140388	Valmead Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	140	Caldwell County Schools	140396	Whitnel Elementary	Yes	Yes	No	No	Yes	Yes	No	No

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Northwest	140	Caldwell County Schools	140368	William Lenoir Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	181	Hickory City Schools	181316	Grandview Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	181	Hickory City Schools	181344	Viewmont Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	182	Newton-Conover City Schools	182321	Newton-Conover Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	182	Newton-Conover City Schools	182328	North Newton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	182	Newton-Conover City Schools	182355	Shuford Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	182	Newton-Conover City Schools	182324	South Newton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	209	Cherokee Central Schools (Federal)	209208	Cherokee Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	209	Cherokee Central Schools (Federal)	209206	Cherokee Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northeast	210	Edenton-Chowan Schools	210304	Chowan Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northeast	210	Edenton-Chowan Schools	210306	D F Walker Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	370	Gates County Schools	370304	Buckland	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	370	Gates County Schools	370308	Central Middle School	No	Yes	Yes	Yes	No	No	Yes	Yes
Northeast	370	Gates County Schools	370316	Gatesville Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	370	Gates County Schools	370324	T S Cooper Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	380	Graham County Schools	380306	Robbinsville Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	380	Graham County Schools	380310	Robbinsville Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	390	Granville County Schools	390362	Tar River Elementary	Yes	No	No	No	Yes	No	No	No
Southeast	400	Greene County Schools	400318	Greene County Intermediate	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	400	Greene County Schools	400312	Greene County Middle	No	No	Yes	Yes	No	No	Yes	Yes
Western	440	Haywood County Schools	440314	Bethel Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440318	Bethel Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Western	440	Haywood County Schools	440320	Canton Middle School	No	No	Yes	Yes	No	No	Yes	Yes

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Western	440	Haywood County Schools	440328	Clyde Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440348	Hazelwood Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440349	Jonathan Valley Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440364	Meadowbrook Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440368	North Canton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	440	Haywood County Schools	440396	Waynesville Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northeast	480	Hyde County Schools	306	Mattamuskeet School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northeast	480	Hyde County Schools	316	Ocracoke School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	510	Johnston County Schools	510328	Cleveland Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	510	Johnston County Schools	510329	Cleveland Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	510	Johnston County Schools	510414	West View Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530302	BT Bullock Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530306	Bragg Street Elementary (6-12)	No	No	Yes	Yes	No	No	Yes	Yes
North Central	530	Lee County Schools	530308	Broadway Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530312	Deep River Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530314	East Lee Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	530	Lee County Schools	540316	Floyd L Knight Children Center	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	530	Lee County Schools	530320	Greenwood Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530340	J Glenn Edwards Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530354	J R Ingram Jr Elementary	Yes	Yes	Yes	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530341	SanLee Middle School	No	No	Yes	Yes	No	No	Yes	Yes
North Central	530	Lee County Schools	530346	Tramway Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	530	Lee County Schools	530360	WB Wicker Elementary	Yes	Yes	No	No	Yes	Yes	No	No

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
North Central	530	Lee County Schools	530356	West Lee Middle	No	No	Yes	Yes	No	No	Yes	Yes
Southeast	540	Lenoir County Schools	540304	Banks Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540308	Contentnea-Savannah School	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540312	E B Frink Middle	No	No	Yes	Yes	No	No	Yes	Yes
Southeast	540	Lenoir County Schools	540316	La Grange Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540318	Lenoir County Learning Academy	No	No	Yes	Yes	No	No	Yes	Yes
Southeast	540	Lenoir County Schools	540320	Moss Hill Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540325	Northeast Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540326	Northwest Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540328	Pink Hill Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540330	Rochelle Middle	No	No	Yes	Yes	No	No	Yes	Yes
Southeast	540	Lenoir County Schools	540338	Southeast Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540340	Southwood Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	540	Lenoir County Schools	540344	Woodington Middle	No	No	Yes	Yes	No	No	Yes	Yes
Southwest	550	Lincoln County Schools	550349	Pumpkin Center Intermediate	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620312	Candor Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620314	East Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	620	Montgomery County Schools	620318	Green Ridge Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620310	Montgomery Learning Academy	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	620	Montgomery County Schools	620324	Mount Gilead Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620330	Page Street Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620334	Star Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	620	Montgomery County Schools	620339	West Middle	No	No	Yes	Yes	No	No	Yes	Yes

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
North Central	680	Orange County Schools	680304	A L Stanback Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	680	Orange County Schools	680308	River Park Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680312	Central Elememtary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680316	Orange Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	680	Orange County Schools	680324	Efland Cheeks Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680327	Gravelly Hill Middle	No	No	Yes	Yes	No	No	Yes	Yes
North Central	680	Orange County Schools	680328	Grady Brown Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680329	Hillsborough Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680300	Orange County Schools Online Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	680	Orange County Schools	680330	New Hope Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	680	Orange County Schools	680336	Pathways Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	750	Polk County Schools	750314	Polk Central Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Western	750	Polk County Schools	750328	Sunny View Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770364	Cordova Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	770	Richmond County Schools	770310	East Rockingham Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770316	Ellerbe Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	770	Richmond County Schools	770318	Fairview Heights Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770328	Hamlet Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	770	Richmond County Schools	770340	L J Bell Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770342	Ashley Chapel	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	770	Richmond County Schools	770344	Mineral Springs Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770346	Monroe Avenue Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770360	Rockingham Middle	No	No	Yes	Yes	No	No	Yes	Yes

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Sandhills	770	Richmond County Schools	770370	Washington Street Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	770	Richmond County Schools	770368	West Rockingham Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790302	Bethany Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790310	Central Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790318	Douglass Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790327	Huntsville Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790330	J E Holmes Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790362	John W Dillard Academy	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790344	Leaksville-Spray Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790347	Lincoln Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790350	Monroeton Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790374	Reidsville Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790380	Rockingham County Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790386	South End Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790390	Stoneville Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790382	The SCORE Center	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790394	Western Rockingham Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	790	Rockingham County Schools	790398	Wentworth Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	790	Rockingham County Schools	790402	Williamsburg Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	821	Clinton City Schools	821320	Sampson Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	821	Clinton City Schools	821330	Sunset Avenue Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Sandhills	830	Scotland County Schools	830304	Carver Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	830	Scotland County Schools	830328	Laurel Hill Elementary	Yes	No	No	No	No	No	No	No

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NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Sandhills	830	Scotland County Schools	830316	Shaw Academy	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	830	Scotland County Schools	830352	South Johnson Elementary	Yes	No	No	No	No	No	No	No
Sandhills	830	Scotland County Schools	830349	Spring Hill Middle	No	No	Yes	Yes	No	No	Yes	Yes
Sandhills	830	Scotland County Schools	830364	Sycamore Lane Elementary	Yes	No	No	No	No	No	No	No
Sandhills	830	Scotland County Schools	830360	Wagram Elementary	Yes	No	No	No	No	No	No	No
Piedmont Triad	861	Elkin City Schools	861304	Elkin Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	861	Elkin City Schools	861312	Elkin Middle	No	No	Yes	Yes	No	No	Yes	Yes
Piedmont Triad	861	Elkin City Schools	861316	Global E-Learning Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northeast	940	Washington County Schools	940306	Creswell Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	940	Washington County Schools	940314	Pines Elementary	Yes	Yes	No	No	Yes	Yes	No	No
Northeast	940	Washington County Schools	940328	Washington County Middle	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970308	Boomer-Ferguson Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970310	C B Eller Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970312	C C Wright Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970315	Central Wilkes Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970322	East Wilkes Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970337	Millers Creek Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970340	Moravian Falls Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970344	Mount Pleasant Elementary Schol	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970348	Mountain View Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970352	Mulberry Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970358	North Wilkes Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970360	North Wilkesboro Elementary School	Yes	Yes	No	No	Yes	Yes	No	No

NCPAT PARTICIPATION LIST: 2022–23												
					MATHEMATICS				READING			
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 4 MATH	GRADE 5 MATH	GRADE 7 MATH	GRADE 8 MATH	GRADE 4 READING	GRADE 5 READING	GRADE 7 READING	GRADE 8 READING
Northwest	970	Wilkes County Schools	970368	Roaring River Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970370	Ronda-Clingman Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970376	Traphill Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Northwest	970	Wilkes County Schools	970389	West Wilkes Middle School	No	No	Yes	Yes	No	No	Yes	Yes
Northwest	970	Wilkes County Schools	970392	Wilkesboro Elementary School	Yes	Yes	No	No	Yes	Yes	No	No
Piedmont Triad	990	Yadkin County Schools	990312	East Bend Elementary	Yes	Yes	No	No	Yes	Yes	No	No
North Central	00A	North Carolina Cyber Academy	00A000	North Carolina Cyber Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Piedmont Triad	01C	Clover Garden School	01C	Clover Garden School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Western	12A	The New Dimensions School	12A	New Dimensions: A Public Charter School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sandhills	26B	Alpha Academy Charter	26B	Alpha Academy Charter	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	32L	Voyager Academy	32L	Voyager Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Piedmont Triad	34D	Carter G Woodson School	34D	Carter G. Woodson School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	39A	Falls Lake Academy	39A	Falls Lake Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Northwest	55A	Lincoln Charter School	55A	Lincoln Charter School	No	No	No	Yes	No	No	Yes	No
Sandhills	60B	Sugar Creek Charter School	60B	Sugar Creek Charter School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Southwest	60D	Lake Norman Charter	60D	Lake Norman Charter	No	No	Yes	Yes	No	No	No	No
Southwest	60Q	Invest Collegiate	60Q	Invest Collegiate Transform	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Sandhills	63A	The Academy of Moore County	63A	The Academy of Moore County	Yes	Yes	No	No	Yes	Yes	No	No
Southeast	65Z	D.C. Virgo Preparatory School	65Z	D.C. Virgo Preparatory School	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
North Central	73A	Bethel Hill Charter	73A	Bethel Hill Charter	Yes	Yes	No	No	Yes	Yes	No	No
Western	81B	Lake Lure Classical Academy	81B	Lake Lure Classical Academy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Exhibit I-03: Center for Improvement in Educational Assessment External Evaluation of North Carolina's IADA Pilot Program: The North Carolina Personalized Assessment Tool (July 2022)

EXTERNAL EVALUATION OF NORTH CAROLINA'S INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA) PILOT PROGRAM: THE NORTH CAROLINA PERSONALIZED ASSESSMENT TOOL (NCPAT)

Dr. W. Christopher Brandt

National Center for the Improvement of Educational Assessment

July 2022

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EXECUTIVE SUMMARY

In June 2019, the North Carolina Department of Public Instruction (NCDPI) was awarded federal innovative assessment demonstration authority (IADA) to develop a new assessment system. The system, called the North Carolina Personalized Assessment Tool (NCPAT), has a five-year research and development period with statewide implementation expected in the 2023-24 school year. In late 2021, NCDPI contracted with the Center for Assessment to conduct an external evaluation of NCPAT. The evaluation is designed to address two purposes: (1) document and determine compliance and (2) inform improvement. This Year 1 report addresses the first purpose of evaluating compliance.

Evaluation Questions and Methodology

The evaluation addresses the following questions:

1. What is North Carolina's current plan for designing, developing, piloting, and scaling a new innovative assessment program under IADA?
2. How did circumstances influence the NCPAT program's evolution since IADA approval?
3. What future adjustments does NCDPI anticipate to its current IADA plan and why?
4. Does the current IADA plan adhere to federal and state legislative requirements?
5. Is NCDPI on track to implementing the plan in this current fiscal year?
6. Is the North Carolina Personal Assessment Tool likely to meet its ultimate purposes?

To address the questions, an external evaluator conducted an extensive document review, facilitated weekly meetings with NCPDI leaders who oversee the NCPAT pilot, and completed in-depth interviews with staff in NCDPI's Office of Accountability and Testing. Interviews focused on NCDPI staff perceptions of the NCPAT planning and implementation process from 2019 to the present. NCDPI leaders reviewed this report multiple times to confirm the accuracy of the information and clarify information in the findings.

Summary of the North Carolina Personalized Assessment Tool

The North Carolina Personalized Assessment Tool (NCPAT) includes three components:

- *Multiple assessments,* including three interim assessment resources (NC Interims) and a flexible multistage adaptive summative assessment (also called the flexible summative),
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* for schools and teachers on the innovative assessment system.

The NC Interims are designed to (1) support classroom instruction, (2) monitor student progress toward end-of-year grade-level targets, and (3) route students to one of three multi-staged adaptive

summative assessment forms to support a more personalized test experience and a more precise estimate of student performance. Because the NC Interims are primarily intended to inform instruction and learning, they are *not* used for high-stakes accountability determinations.

Findings

Below we summarize the key findings for each of the six evaluation questions and provide recommendations for NCDPI as they continue piloting and scaling the NCPAT statewide.

1. ***What is North Carolina's current plan for designing, developing, piloting, and scaling a new innovative assessment program under IADA?***

COVD-19 resulted in North Carolina waiving all requirements for student testing in March 2020. As a result, NCDPI delayed field testing and pushed back their development by at least one year. In 2021-2022, NCDPI successfully piloted the NC Interims in mathematics and reading in grades 4 and 7. In 2022-2023, NCDPI plans to roll out the NC Interims in grades 5 and 8 and will conduct the first pilot of the flexible summative assessment in mathematics and reading in grades 4 and 7.
A full statewide rollout of NCPAT is now expected in Fall 2024 or 2025. A final statewide rollout date will depend on the extent of revisions necessary to the NC Interims and flexible summative assessments after pilots are completed across the 3-8 grade span.

2. ***How did circumstances influence the NCPAT's evolution since IADA approval?***

North Carolina NCDPI leaders, in collaboration with technical advisors and multiple stakeholder groups, identified several design challenges in their original through-grade design. Those challenges influenced revisions to the original through-grade design. NCDPI worked collaboratively with educators, policymakers, and community members immediately after receiving federal IADA to address these challenges through an updated design. The updated design prioritized the use of three interim assessments for *instructional purposes* and added a final multi-staged adaptive assessment (also called the "flexible summative") to be used for making accountability decisions. While results from the interims do not contribute to accountability decisions, they are used to inform a student's placement on the flexible summative and are expected to contribute to a more precise estimate of a student's performance.

3. ***What future adjustments does NCDPI anticipate to its current IADA plan and why?***

NCDPI anticipates making two future adjustments for 2022-2023. First, stakeholders' overwhelmingly positive feedback related to the original NC Check-Ins, combined with their widespread adoption across North Carolina public school units, prompted NCDPI to consider a new naming convention. Beginning in Fall 2022, the NC Interims will be referred to as the NC Check-Ins 2.0. Second, in August 2022, NCDPI will release a new and more comprehensive set of online professional development modules to support schoolwide implementation of the NC Interims/Check-Ins 2.0. The Office of Accountability and Testing is partnering with the Friday Institute to pilot these modules and will collect stakeholder feedback during the 2022-2023 school year to inform iterative improvements.

4. Does the current IADA plan adhere to federal and state legislative requirements?

To date, NCDPI has met federal IADA requirements. NCDPI submitted annual performance reports to the U.S. Department of Education in September 2020 and August 2021 and participated in annual update calls with the USDE program officer. North Carolina's IADA remains in good standing. According to North Carolina Senate Bill 621, the original intended purpose of a new innovative assessment was to administer state-mandated assessments *"in multiple short testing events throughout the school year rather than in a single long testing event at the end of the year."* The new NCPAT design offers three interims that provide immediate feedback to inform instruction throughout the year and a flexible summative for accountability at the end of the year. The operationalized definition of North Carolina's through-grade model adopted was primarily due to technical and practical challenges described above. The NCPAT did not combine the interims into a summative score primarily because:

- Assessing standards-based proficiency via multiple short testing events contradicts the North Carolina Standard Course of Study, which defines what students are expected to know and be able to do *by the end of each school year or course;*
- Using the NC Interims for high-stakes accountability would threaten their usefulness to address their primary purpose of informing instruction; and
- Although multiple test opportunities enable students to demonstrate standards-based proficiency *throughout the year,* doing so introduces test inefficiencies for lower-performing students (i.e., students who must take a test over and over before moving on) and could potentially influence more in-school testing.

Additionally, the end-of-year flexible summative tests do not reduce overall testing time for students. However, the flexible summative test is expected to produce more precise results and a more tailored test experience. Results from the NC Interims also provide better instructional information.

In January 2022, NCDPI leadership launched several work groups to explore what it would take for North Carolina to transition to a competency-based education system. The Office of Accountability and Testing is leading two work groups focused on assessment and accountability. Grade-level competencies do not currently exist in North Carolina's existing model of learning. Moreover, the NCPAT program was designed to support and assess students' proficiency across a full range of content standards; it was not designed to assess grade-level competencies. Therefore, revisions to the NCPAT will be needed if North Carolina plans to use the NCPAT to assess students under a competency-based education system.

5. Is NCDPI on track to implementing the plan in this current fiscal year?

After revising the timeline due to COVID-related delays, NCDPI remains on track to implementing the NCPAT when measured against this revised timeline. NCDPI also achieved several key milestones in 2021-22 listed below:

- Administered NC Interims in grades 4 and 7 mathematics and reading.

- Piloted adaptations for technology-enhanced items in grades 4 and 7 for students who cannot directly access them online.
- Introduced a new online individual student report, which districts can provide to parents and students immediately after administration (within 24 hours) via a secure web portal.
- Released test specifications for the interims in grades 3-8 reading and mathematics.
- Expanded communication practices to inform public school units about the pilot and statewide rollout of the NCPAT (e.g., webinars, website updates, presentations).
- Posted an updated NCPAT implementation timeline on the NCDPI website.
- Released new reporting functions to improve teachers' use of the NC Interims.
- Released online training on the NCPAT program in spring 2022.

Leadership in the Office of Accountability and Testing acknowledges that many schools remain unaware that the NCPAT will soon replace the state's existing assessment system. The Office is currently developing a long-term communication plan to address the challenge and cultivate buy-in. To augment this plan, they are also planning new strategies for cross-division coordination, collaboration with local districts, and partnership with education organizations.

6. Is the North Carolina Personal Assessment Tool likely to meet its ultimate purposes?

The NC Interims are designed for three purposes, which include: [1]

- Providing educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level reading and mathematics standards so classroom instruction may be tailored to an individual student's needs;
- Providing a progress indicator for each interim on individual student performance about overall grade-level performance expectation; and
- Providing a reliable estimate to inform a student's starting point on the multistage adaptive summative assessment (the "flexible summative") that will be used to determine an academic achievement level and for state and federal accountability.

NCDPI is on track to meet the first purpose in grades 3-8. As evidence, NC Interim results, piloted in grades 4 and 7 in 2021-2022, are available within 24 hours after a student completes an assessment. Assessment items assess grade-level performance against grade-level standards. Classroom reports provide information about students' individual and collective performance, which teachers use to examine students' performance across standards/concepts and flexibly group students for instruction. The second and third purposes of NCPAT cannot be determined until after the flexible summative assessments are piloted in spring 2023.

[1] See https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool

Summary and Recommendations

NCDPI made tremendous progress in developing an innovative assessment system that addresses federal requirements and state priorities. Since the IADA award, NCDPI has engaged multiple stakeholder groups in the design and development of the NCPAT program. NCDPI regularly updates stakeholders on the development and pilot process through multiple channels, including Regional Accountability Coordinators, the Testing News Network (TNN), quarterly stakeholder webinars; presentations at education council meetings, statewide events; and the NCDPI website among others. They have incorporated feedback from policymakers, educators, and community members in their design and revision process. Despite technical and practical challenges, NCDPI succeeded in retaining school volunteers, adjusting timelines, and communicating updates via their website and other venues. Updates to the original innovative assessment design enabled NCDPI to comply with federal requirements while addressing major assessment priorities voiced by North Carolina educators. And despite a small staff and limited capacity, the Office of Accountability and Testing successfully implemented and expanded NCPAT while maintaining the state's existing assessment program.

We offer several considerations for NCDPI as they continue scaling the NCPAT, which are organized to address four general categories: (1) coordination and collaboration, (2) professional development, (3) communication, and (4) continuous improvement.

Coordination and Collaboration

1. Facilitate stronger coordination across the Office of Accountability and Testing and other NCDPI offices that support standards, curriculum, instruction, and professional learning.
2. Continue nurturing and leveraging key partnerships within and outside North Carolina.

Professional Development

3. Consider developing a clear and viable long-term professional development strategy.
4. Use online survey data to monitor and improve school-level awareness of the NC Interims and educators' engagement in online professional development.

Communication

5. Develop and deploy a communication plan to support the statewide transition to the NCPAT.
6. Leverage social media to build awareness and buy-in of the NCPAT.
7. Improve the communication pipeline from NCDPI to classroom teachers.
8. Continue recruiting pilot schools with sample characteristics in mind.
9. Update the NC Interims Teacher Handbook and supporting documents to clarify the intended purposes, uses, and administration procedures for the NC Interims.

Continuous Improvement

10. Systematically examine the impact of NCPAT on instruction and students' test anxiety.
11. Consider updating the NCPAT theory of action.

INTRODUCTION

In June 2019, the North Carolina Department of Public Instruction (NCDPI) was awarded federal innovative assessment demonstration authority (IADA) to develop a new assessment system. The system, called the North Carolina Personalized Assessment Tool (NCPAT), has a five-year research and development period with statewide implementation expected in the 2023-24 school year. In late 2021, NCDPI contracted with the Center for Assessment to conduct an external evaluation of NCPAT. The evaluation is designed to address two purposes:

1. ***Document and determine compliance.*** The evaluation will describe how North Carolina's (NC) innovative assessment design, development, and implementation process has unfolded since NC Senate Bill 621 was enacted into law. Second, the evaluation will report on NCDPI's adherence to requirements associated with the federal IADA waiver and Senate Bill 621, Part II, sections 2(a), 2(b), and 2(c).[2]
2. ***Inform Improvement.*** A formative evaluation will analyze and report feedback from NCPAT pilot stakeholders to examine their perspectives of the NCPAT assessments and reporting tools. Stakeholder feedback will be used to inform recommendations for NCDPI to improve NCPAT as it expands statewide.

This initial report focuses on purpose #1: documenting NCDPI's development process and determining compliance. To accomplish this, we describe NCDPI's plans for implementing NCPAT. We then examine the extent to which NCDPI accomplished its proposed plans within the proposed timeframe and following federal and state law. In fall 2022, we will append this report with information to address the second main purpose of this report: informing improvement.

EVALUATION QUESTIONS

The compliance evaluation addresses the following questions:

1. What is North Carolina's current plan for designing, developing, piloting, and scaling a new innovative assessment program under IADA?
2. How did circumstances influence the NCPAT program's evolution since IADA approval?
3. What future adjustments does NCDPI anticipate to its current IADA plan and why?
4. Does the current IADA plan adhere to federal and state legislative requirements?
    a. To what extent do pilot schools represent the population of students statewide?
    b. Will it meet federal IADA requirements associated with the comparability of annual summative determinations?

[2] Senate Bill 621: https://www.ncleg.gov/EnactedLegislation/SessionLaws/HTML/2019-2020/SL2019-212.html

c. What evidence does NCDPI have to support the peer review application for NCPAT?
d. Does NCPAT adhere to state legislative requirements and NCDPI's strategic vision?
    i. Senate Bill 621 Testing Reduction Act of 2019
    ii. Operation Polaris (competency-based education)

5. Is NCDPI on track to implementing the plan in this current fiscal year?
    a. What aspects of the plan did NCDPI successfully achieve?
    b. What, if any, challenges emerged, and how did NCDPI address them?
6. Is the North Carolina Personal Assessment Tool likely to meet its ultimate purposes?

METHODOLOGY

To address the evaluation questions, an external evaluator reviewed the documents listed in Figure 1. The evaluator also met weekly with key NCDPI stakeholders to review NCPAT progress and clarify questions that emerged from the document review. Additionally, the evaluator conducted phone interviews with members of NCDPI's Office of Accountability and Testing. Interviews focused on NCDPI staff perceptions of the NCPAT planning and implementation process from 2019 to the present. The evaluator took detailed notes during interviews and conducted an inductive analysis of notes to identify themes and triangulate findings from the document review. NCDPI staff reviewed this report multiple times to vet the accuracy of the information and clarify information in the findings.

Figure 1: Documents Reviewed in the 2022 NCPAT Evaluation Report

- North Carolina Application for New Authorities under the Innovative Assessment Demonstration Authority (IADA), submitted December 14, 2018
- North Carolina IADA Application Addendum, submitted April 2, 2019
- IADA annual performance reports and appendices, 2020 and 2021
- NCPAT stakeholder presentation materials (e.g., AIM Conference, NCPAT webinars)
- NCPAT design documents (e.g., test specifications)
- NCPAT administration resources and materials (e.g., teacher handbook, proctor guide)
- NCPAT online training materials and surveys
- North Carolina Testing Program documents (e.g., test development reports)
- NCDPI memos and meeting summaries regarding NCPAT.
- WestEd, Learning Policy Institute, & Friday Institute (2019). *Sound Basic Education for All: An Action Plan for North Carolina.* San Francisco, CA: WestEd.
- NC General Assembly Statute, Ch. 115C - Elementary and Secondary Education[3]

[3] For more information: https://www.ncleg.gov/Laws/GeneralStatuteSections/Chapter115C; and https://www.ncleg.gov/Sessions/2019/Bills/Senate/PDF/S621v7.pdf

FINDINGS

What is North Carolina's Current Plan for Designing, Developing, Piloting, and Scaling a New Innovative Assessment Program Under IADA?

In this section, we describe the NCPAT's updated design and give specific attention to the program's key components, purposes, and uses. We then describe NCDPI's updated implementation timeline for piloting and scaling the system statewide.

Design and Development

NCPAT includes three components[4]:

- *Multiple assessments,* including three interim assessment resources (NC Interims) and a flexible multistage adaptive summative assessment (also called the flexible summative),
- *Administration and reporting resources* to support consistency, security, and efficacy when using NCPAT assessment tools, and
- *Professional development* for schools and teachers on the innovative assessment system.

Multiple assessments. The NCPAT system includes three interim assessment resources and a flexible summative assessment for reading and mathematics. As shown in Figure 2 below, the interim resources, currently called the "NC Interims,[5]" are designed to accomplish three purposes:

1. *Support classroom instruction.* The interims provide immediate and detailed feedback on students' current performance on grade-level-specific content standards.
2. *Monitor progress to ensure students are on target to meet grade-level achievement expectations by the end of the academic year.* NCDPI plans to explore the feasibility of using performance data from interims to provide a progress indicator on an individual student's performance about overall grade-level performance expectations[6]. The progress indicator will provide teachers, parents, and students with information about students' progress toward meeting content standards by the end of the school year.
3. *Use information from students' performance on NC Interims to improve an end-of-grade summative test experience.* Students' results on the interims will be used to route students to one of three multistage fixed test forms, also known as the end-of-year flexible summative test. NCDPI is currently developing the flexible summative in grades 4 and 7 and plans to pilot these forms in spring 2023. The design plan for the flexible summative test is to ensure all students can perform on the full grade-level performance scale (Not-

[4] NCPAT Annual Performance Report, 2022.
[5] Beginning in Fall 2022, DPI will refer to the NC Interims as the "NC Check-Ins 2.0."
[6] NCDPI plans to explore the feasibility of providing a progress indicator; however, this cannot be tested until after the flexible summative tests are piloted in spring 2023.

proficient through Level 5).[7] Data from the NC Interims will be used to route each student to one of three flexible forms. By leveraging prior student data in this way, a student's test results can be estimated with greater precision than a traditional form. Greater test precision is important because it reduces the error associated with a student's test score; a student can thereby be more confident that an observed score reflects the student's true score. Additionally, all three forms will still allow a student to demonstrate performance across the full achievement continuum

The NC Interims are designed to meet high standards of technical quality. Each interim is administered online and includes a range of multiple choice, technology-enhanced, and numeric entry items.[8] They include accessibility and accommodation features to support Universal Design for Learning principles. The NC Interims and associated items are considered semi-secure, meaning that test items are available to district staff and classroom teachers for planning and instructional use *after* the test is administered. It is strongly recommended that teachers refrain from previewing the interims before administration or sharing test information with individuals who do not have a legitimate right to use them for instructional purposes. Items are not publicly released or made available to teachers and students other than for review purposes.

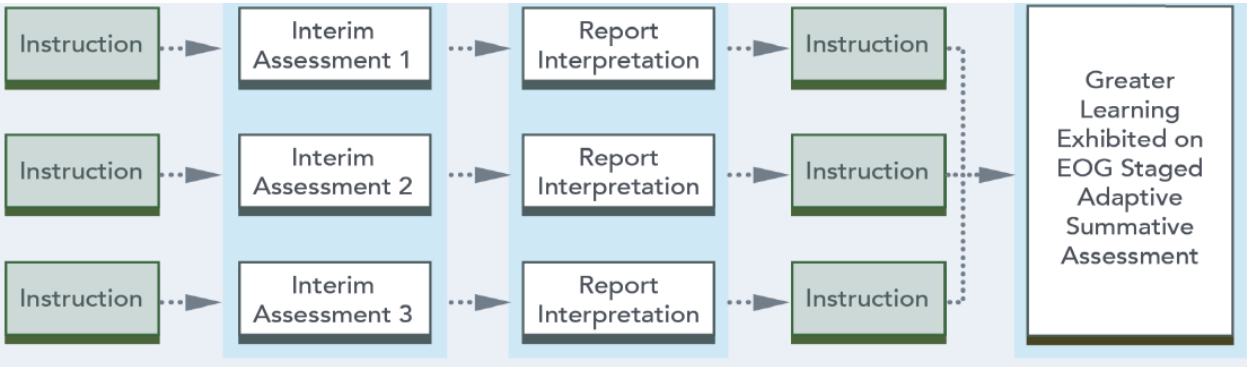
Because the NC Interims are primarily designed to inform instruction and learning, they are *not* used by the state to make high-stakes accountability determinations.[9] Interims can be administered in any order and at any time based on local district scope and sequencing. Moreover, although each test is designed to take about ninety minutes to complete, they are not timed and may be administered over multiple sessions or school days. Teachers are encouraged to *not* alter the regular classroom setting when administering the NC Interims. After students complete the test, teachers receive score reports that provide an overall indication of progress, along with detailed information to specify standards-based content for which students may need additional instruction or enrichment. Since 2021-22, feedback has been collected on score reports via cognitive interviews and focus groups to inform improvements in the utility of these reports.

[7] Source: North Carolina Personalized Assessment Tool Test Specifications (January, 2021), accessed at https://www.dpi.nc.gov/media/9884/open

[8] Numeric Entry items are included in mathematics interims only.

[9] Results from the interims will be used to route students to one of three multi-staged summative forms on the flexible summative; however, they will not be used by the state to differentiate schools or identify schools for comprehensive, targeted, or additional targeted support and improvement. Additionally, the interims do not limit or constrain a student's performance on the flexible summative. As noted above, a student can demonstrate performance across the full spectrum of proficiency categories regardless of their initial assignment on the flexible summative.

Figure 2: NCPAT Assessment Program Overview[10]



Assessment administration and reporting resources. NCDPI developed and/or repurposed several resources to support test administration and reporting for the NCPAT, including:

- *NC Interims Teacher Handbook.* The handbook provides an overview of the NCPAT system and detailed instructions on test preparation, administration (both in-school and remote), and accessing student reports for parent/student review sessions. The handbook also includes sample parent communication letters (in English and Spanish). Because the NC Interims are designed to guide classroom instruction, NCDPI expects that test administration procedures will be more relaxed than the flexible summative tests.
- *Testing Code of Ethics.* The code of ethics supports the integrity of test administration and security procedures and the use of test materials among school and district staff. It does this by clarifying administration procedures and general intended uses (and misuses) of test items and reports.
- *Testing Security Protocol and Procedures for School Personnel publication.* This publication serves as a reference guide to ensure that school personnel follows administration and security procedures for the end-of-year assessments.
- *Proctor's Guide and Proctor Guide Online Training Video*. The guide and video provide detailed instructions for test proctors (e.g., classroom teachers) to implement the end-of-year assessments securely and uniformly.
- *School, Classroom, and Individual Student Reports.* Six reports are currently available to support the interpretation and use of NC Interim test results: the class item report, class roster report, subscore class roster report, subscore class summary report, frequency summary report, and the individual student report. The class item report is the most common NC Interim report used by classroom teachers. The class item report provides item-level results for each student, organized by sub-domain (e.g., language, reading for information) and content standard. The report uses shading to highlight frequently missed items and commonly selected distractors. Other school and teacher reports (i.e., the class roster, subscore class roster, subscore class summary, and frequency summary reports)

[10] Source: North Carolina Annual Performance Report 2020-21 Appendix, Part IV, Exhibit IV-01, p. 41.

provide supporting information to augment the class item report and further support evaluation and instruction. The individual student report is designed for parents and students; it summarizes a student's performance on each NC Interim using a scale from "approaching" to "satisfactory." In 2021-22, an updated version of the individual student report was released. The updated individual student report uses graphics and simplified language to aid in communicating results.[11] A sample class item report is included in Appendix B. Individual student reports are available on the NCDPI website.[12]

Professional development on the NC Interims. Professional development includes three components: (1) regional training for district and school test coordinators, (2) regional support, and (3) online training for teachers. administrators, and instructional coaches. Each component is described in more detail below.

Regional training is designed to communicate information about the NCPAT program in pilot schools. NCDPIs Regional Accountability Coordinators (RAC) provide training to pilot schools in each of six accountability and testing regions. The primary purpose of each RAC is to ensure federal and state assessment and accountability policies are implemented with high fidelity across public school units (PSUs). To support NCPAT implementation, RACs provide training and ongoing support on the NCPAT to PSU test coordinators in IADA pilot schools. PSU test coordinators, in turn, deliver this training to school test coordinators who deliver the training to teachers.

Regional support. RACs are also available for additional regional support, which is designed to regularly communicate and gather feedback about the NCPAT program. To achieve this purpose, the RACs have shared information with the NCDPI's regional support teams across each of the eight State Board of Education regions. *Regional support teams* include other regional staff from career technical education, exceptional children, early childhood, digital teaching and learning, and federal programs. RACs communicate NCPAT plans and updates to regional support teams who, in turn, communicate these plans/updates to district contacts. Additionally, regional support teams have regular opportunities to provide feedback and suggest improvements through the RACs to NCDPI about the NCPAT program.

Online training modules. The Friday Institute developed a series of online professional development (PD) modules, which are designed to support educators' understanding, interpretation, and use of data from NC Interims to inform instruction. The PD program includes 10 hours of professional development broken into discrete modules for teachers, instructional coaches, and school leaders and is available through Canvas. Modules are expected to be

[11] Sample ISR's for the NC Interims can be found on NCDPI's website, at https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/testing-policy-and-operations/individual-student-reports-isr#nc-interims-reading

[12] Student reports for the new flexible summative will be the same as the current end-of-grade tests. These reports provide an overall scale score and achievement level, lexile/quantile score, and a percentile score.

released in August 2022 and will be optional for schools and teachers.[13] Upon NCDPI's request, the Friday Institute also developed a shorter version to address concerns about overloading teachers with too much PD. In response, the Friday Institute released a 30-minute online video training resource in spring 2022. The 30-minute online resource is primarily designed for teachers and focuses on using results from the NC Interims to inform classroom instruction.

Implementation Timeline

Assessments. The emergence of COVD-19 resulted in North Carolina waiving all requirements for student testing in March 2020 (APR, p. 3). As a result, NCDPI delayed its item field testing that was planned for spring 2020 in grade 4 mathematics and grade 7 reading to spring 2021. This pushed back overall development and proposed scale-up of the NCPAT by one year. The updated grade-level pilot implementation timeline was modified as follows:

- 2021–22 school year: Administer NC Interims in grades 4 and 7 in Reading and Mathematics;
- 2022–23 school year: Administer NC Interims in grades 4, 5, 7, and 8 in Reading and Mathematics, and administer the flexible summative assessment in grades 4 and 7 only (in both subjects); and
- 2023–24 school year: Administer NC Interims in grades 3–8 in Reading and Mathematics. Administration of the flexible summative statewide in 2023-24 will depend on the successful administration and technical quality of previously administered flexible summative in the pilot schools.

Resources. NCDPI developed assessment administration materials (bullets 1-4 above) in the summer of 2021 and used them to support training in the pilot schools in 2021-22.

Professional development. NCDPI rolled out the 30-minute online video "resource" in early spring 2022 to a small group of pilot schools. NCDPI now refers to the 30-minute version as a "resource" as opposed to "professional development" given the significant reduction in the program's scope and objectives. As indicated above, a more comprehensive online resource will be available in August 2022.

How Did Circumstances Influence the NCPAT Program's Evolution Since IADA Approval?

Since 2019, events and circumstances led to changes in NCPAT's original design proposed under IADA. Broadly speaking, these circumstances included (1) technical and practical challenges associated with implementing a through-grade design and (2) COVID-19 disruptions. Below we provide background on testing in North Carolina and the introduction of Senate Bill 621. We then describe each circumstance and explain how they influenced changes in NCPAT

[13] See the 2021 NC Annual Performance Report, p. 39 for more information.

assessment design, professional development planning, statewide participation in IADA, and the State's implementation timeline for scaling NCPAT statewide.

Background on Testing and Senate Bill 621

North Carolina passed Senate Bill 621 in 2019. The Bill was created to address over-testing concerns and to provide support for a more innovative approach to assessing students. First, the Bill eliminated the NC Final Exams as part of the statewide testing program. Second, the law directed local school districts to reduce and/or eliminate local standardized testing, and it specifically targets districts that exceed the state average in terms of either (1) the number of tests administered or (2) the number of hours required for students to complete the tests. Third, the Bill calls for the State to:

> *move toward a through-grade assessment model, in which all state-mandated assessments are administered in multiple short testing events throughout the school year rather than in a single long testing event at the end of the year.*

North Carolina's *original* theory of action proposed a through-grade assessment that would be implemented three times each year (fall, winter, and spring). An individual student's scores from these tests would then be combined to produce an overall summative score. By breaking apart the summative test into three shorter tests and administering them online throughout the year, the test would: (1) provide immediate feedback at regular intervals to inform classroom instruction and (2) produce an overall performance rating for state and federal accountability.

Before Senate Bill 621 was passed, many local districts reported positive experiences using the state's new "NC Check-Ins" interim assessment program. The NC Check-Ins were primarily designed to address instructional purposes (e.g., universal screening, benchmarking, differentiating instruction) and became useful instructional resources for schools and teachers. The Check-Ins also became a foundational set of resources on which to develop the NCPAT under IADA.

Challenges of a Through-Grade Design

Despite early optimism, a deeper examination of the through-grade model revealed significant practical challenges, which ultimately influenced the state's decision to revise the original design into the current NCPAT through-grade design. Below we describe these challenges and how each was addressed in the updated NCPAT design.

End-of-year/course assessment of annual performance. North Carolina's Elementary and Secondary Education Statute directs the state board to set *"annual performance standards"* to

measure school and student-level growth and performance *(115C-105.35. Annual Performance Goals).”* North Carolina Senate Bill 387[14] defines Reading proficiency as:

> *reading at or above the third-grade level **by the end of a student’s third-grade year**, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third-grade students.*

Moreover, the North Carolina Standard Course of Study defines what students are expected to know and be able to do by the end of each school year or course. [15] Determining school and student-level proficiency and growth in grades 3-8, therefore, rests on the assumption that students must be able to demonstrate grade-level or subject area proficiency *by the end of a school year*. A through-grade design assesses concepts throughout the year and, depending on the design, may not offer students the opportunity to demonstrate proficiency on the full set of grade-level standards at the end of the year.

Modular vs. comprehensive through-grade designs. North Carolina initially considered two alternative through-grade design options. The first option included a modular (or block) design. In a modular design, students are assessed on small bundles of standards-based concepts, and the assessment is ideally administered after a teacher introduces these concepts to students. Thus, administering a modular design measures student proficiency on *distinct standards throughout the year.* Since some concepts are tested in the fall but not in the winter or spring, introducing this design would prohibit some students from demonstrating proficiency on a comprehensive set of grade-level standards *by the end of the year.* Consider a student who scores below proficient on standards-based content tested in the fall but masters that same content before the end of the school year. Using a modular interim design – a design that maximizes teachers’ ability to use results for instructional purposes *after instruction occurs* - this student would not have the opportunity to demonstrate what s/he knows in the spring since these standards would have been tested in fall. Additionally, although additional testing opportunities (i.e., retesting) could be provided to students later in the year, it could influence over-testing among lower-performing students or students who struggle to demonstrate specific content standards.

The second option North Carolina considered was a comprehensive, or “mini-summative,” through-grade design. In a mini-summative design, each interim blueprint mimics the end-of-year summative test, by assessing the depth and breadth of standards across the full year. While this design can be used to monitor students’ progress on standards-based content, the instruction

[14] Definition retrieved from General Assembly of North Carolina, Session 2021: Session Law 2021-8, Senate Bill 387 (p.5). https://www.ncleg.gov/EnactedLegislation/SessionLaws/PDF/2021-2022/SL2021-8.pdf

[15] The North Carolina Standards Course of Study (NCSCOS) is the legal document that defines the appropriate content standards for each grade level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. The standards are reviewed on a perpetual basis of five-to-seven years and approved by the State Board of Education. More information can be found in the NCSCOS manual: https://www.dpi.nc.gov/media/13948/open

would likely *not* have occurred for much of the tested content in the fall and winter administration windows. Although this design option would eliminate the need for an end-of-year summative test, it limits the usefulness of results for instructional purposes during the year, which is a key priority for NCPAT. Moreover, a student who scores proficient on the fall test would theoretically not have to test in winter or spring. However, this model creates potential inefficiencies by testing students on content to which they have not been introduced through formal instruction (especially on assessments administered earlier in the year).[16] Moreover, test results to calculate spring-to-spring learning growth would not be available for students who score proficient in the fall or winter, unless they were required to test again in the spring.

Local control over curriculum decisions. In North Carolina, the State Board of Education controls grade-level content and performance standards. Local school districts control the curriculum and curricular scope and sequence (i.e., decisions about what, how, for whom, and when the curriculum is taught). Because the locus of control for curriculum and pacing decisions is at the district level, the timeline of students' exposure to the breadth and depth of standards-based knowledge and skills varies substantially from district to district across a school year. For example, one district may teach fractions in the fall of grade 4, while other districts may wait until spring. Since the expectation is that all students are proficient in grade-level content standards *by the end of the year,* curriculum and pacing have limited bearing on an end-of-year summative test design. In other words, it doesn't necessarily matter when, or in what order, a curriculum addresses standards-based content, provided that students are exposed to the content before the end of the year when the summative test is administered. However, in a through-year scenario, students may be tested early in the year on grade-level content to which they have not yet been exposed. This challenge is especially relevant in mathematics, where some districts may address certain standards (e.g., understanding fractions) in the fall while others wait until later in the year.

Assessment for instruction vs. accountability. Designing tests to serve a dual purpose of accountability and instructional use are at odds for two reasons. First, tests designed for instructional purposes require fine-grained information that is closely connected to the enacted curriculum. Contrarily, accountability tests can estimate a student's proficiency using items that sample from a full range of content standards. Thus, interim assessments designed to measure general content proficiency can be shorter and provide more coarse-grained information than tests designed to support instructional decisions. Consider two reading tests, for example. A reading test designed to measure a student's general reading proficiency requires far fewer items and far less time than estimating the subskills underlying grade-level reading performance; subskills for which teachers need assessment feedback to support instruction (e.g., decoding, phonemic awareness, fluency, vocabulary, and comprehension). Thus, creating interims that

[16] For more information, see Gong, B. (2021). Why Has it Been So Difficult to Develop a Viable Through Year Assessment? Dover, NH: National Center for the Improvement of Education Assessment. https://www.nciea.org/blog/state-testing/why-has-it-been-so-difficult-develop-viable-through-year-assessment

serve the dual purpose of providing in-depth diagnostic information for instructional utility while minimizing test time for accountability requires difficult tradeoffs. The National Research Council's *Knowing what students know* research report (2001) succinctly articulated the implications of these tradeoffs: "Ironically, the questions that are of most use to the state officer are of the least use to the teacher." Assessment timing, information grain size, and connection to the enacted curriculum are factors requiring different design parameters for making accountability vs. instructional decisions.

Second, a through-year assessment must address the potential unintended negative consequences associated with mining instructional information from accountability tests. More specifically, there is the risk that using such tests for accountability purposes corrupts their potential for instructional benefit (e.g., Campbell, 1979; Marion, forthcoming).

Dealing with missing data. Missing data emerges as a difficult issue when designing a through-grade assessment; particularly when results from multiple tests must be rolled up into a final summative score and used for accountability. For example, what happens when a student is present for only one or two of the three testing occasions? Does this student still receive a final score and, if so, what would that score mean in terms of a student's proficiency across the full set of standards-based content?

Addressing Design Challenges in NCPAT

Ultimately, North Carolina stakeholders decided that a new through-grade design should prioritize the use of assessment information for instructional purposes. Maximizing the usefulness of a through-grade assessment for instructional purposes had at least two major design implications: (1) to the extent possible, the interim assessment a student takes should reflect the majority of content previously taught by a teacher, and (2) interim results should not be used to inform accountability decisions. Below, we describe how these design implications influenced were ultimately represented in the final design of NCPAT.

Reflecting content previously taught. The NCPAT design implemented in mathematics is modular; each interim assessment – currently labeled the NC Interims - is developed with consideration of all the different local district curricula and pacing guides. To maximize alignment, NCDPI conducted test content specification workshops and administered district surveys between 2019 and 2021 to determine local curriculum and pacing decisions statewide.[17] Then, they developed each interim assessment so it would align with the sequencing of most districts' local curricula. NCDPI plans to continue monitoring and adjusting the NC Interims' content specifications to reflect most districts' pacing guides.

The design implemented in reading is comprehensive. A comprehensive design was possible in reading because reading standards spiral; that is, the same standards are taught and assessed

[17] According to NCDPI, the test specifications surveys and webinars conducted in the fall of 2021 were administered statewide.

throughout the year. In both mathematics and reading, the design team also improved the alignment of tested content to the taught curriculum. They did this by expanding the NC Interims' test administration window to occur anytime between September and May, and by allowing schools to administer the interims in any order.

Firewalling instructional assessments from accountability decisions. To prevent the NC Interims from being used for accountability, the design team introduced a multi-staged summative adaptive test, also called the "flexible summative." Introducing the flexible summative assessment in the NCPAT program addressed several challenges. First, students would have an opportunity to demonstrate proficiency and growth "at the end of the year." Second, the interims would no longer be needed by NCDPI to inform annual high-stakes accountability decisions, thus maintaining the integrity of the interims for instructional use. Third, data from the interims will be used to inform optimal flexible summative options. By doing so, NCDPI expects the flexible summative to produce more precise individual achievement estimates for students.

In summary, North Carolina NCDPI leaders, in collaboration with technical advisors and multiple stakeholder groups, identified several design challenges in their original through-grade design. Those challenges influenced revisions to the original through-grade design. NCDPI worked collaboratively with educators, policymakers, and community members immediately after receiving federal IADA to address these challenges through an updated design. The updated design prioritized the use of three interim assessments for *instructional purposes* and added a final summative test to be used for making accountability decisions. While results from the interims do not contribute to accountability decisions, they are used to inform a student's placement on the flexible summative test and are expected to contribute to a more precise estimate of a student's performance.

Other Non-Technical Challenges Influencing NCPAT's Evolution

In addition to the technical challenges of a through-grade assessment design, COVID disruptions also influenced changes in the NCPAT program, which we summarize below.

COVID disruptions on pilot school participation. Participation in the NCPAT pilot is voluntary. In Year 1 (2019-2020), NCDPI started with 2 districts and one charter school. In Year 2 (2020-21), NCDPI successfully expanded participation to include 180 schools across 14 districts as well as 8 charter schools; however, participation declined significantly in Year 3 (2021-22); the pilot now includes 58 schools across 10 districts, 6 charters, and 1 tribally operated school funded by the Bureau of Indian Education.[18] According to NCDPI, districts that dropped out most often cited local staffing and instructional development challenges in response

[18] Source: DPI IADA Update Webinar, January 18, 2022.

to COVID-19. NCDPI still has sufficient school numbers and demographic representation to continue the pilot, and they are actively recruiting and accepting pilot volunteers.

COVID-19 disruptions on the NCPAT implementation timeline. In March 2020, Governor Roy Cooper issued an executive order to close all K-12 public schools in North Carolina. Schools did not reopen for in-person instruction for the remainder of the 2019-2020 school year. In 2020-2021, most schools began the school year using virtual or hybrid learning models, but most provided in-person instruction in some form (e.g., 3 days/week for all students or specific subgroups) by October 2020. By the end of spring 2021, most schools were providing in-person instruction.[19]

NCDPI originally planned to roll out the NCPAT statewide in the 2023-24 school year.[20] However, spring 2020 school closures, followed by a federal testing waiver, prevented NCDPI from being able to pilot the NCPAT system in select grades and subject areas. NCDPI published a revised implementation timeline on its website.[21] According to the revised timeline, the NCPAT tool - including the final interims and flexible summative tests - will be available for both reading and mathematics in grades 4, 5, 7, and 8 starting in the 2023-24 school year. The NCPAT tool's release for grades 3 and 6 is still not defined and will depend on results from the 2022-23 pilot.

What Future Adjustments Does NCDPI Anticipate to its Current IADA Plan and Why?

Though not directly influencing the NCPAT, other circumstances since 2019 could have future implications for the NCPAT program and statewide testing more generally. We summarize the most salient circumstances below, progressing from those with least to most serious implications for future changes to the NCPAT program and/or standardized testing.

Renaming the NC Interims to "Check-Ins 2.0"

In spring 2022, NCDPI decided to change the name "NC Interims" to "NC Check-Ins 2.0." Below is a brief history that describes how the original label, "NC Check-Ins," evolved to later become "NC Interims" and now, "NC Check-Ins 2.0."[22]

In 2015, NCDPI began developing the NC Check-Ins as a through-grade assessment proof of concept in grades 3-8.[23] The NC Check-Ins were well received in North Carolina schools; by

[19] School responses in North Carolina to COVID-19 available at https://ballotpedia.org/School_responses_in_North_Carolina_to_the_coronavirus_(COVID-19)_pandemic#Timeline_by_school_year

[20] For more information, see the North Carolina IADA Approved Application Addendum, 2019.

[21] NCDPI's updated timeline is available here: https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool#development-timeline

[22] This report refers to the Check-Ins 2.0 as the "NC Interims" because this was the term used for the assessment in 2021-22. Future reports will use the new Check-Ins 2.0 label.

[23] DPI's development of NC Check-Ins originated from the state board's Task Force on Summative Assessment. The Task Force was convened to review the state's current summative assessments and recommend an assessment

2018, schools serving over 50% of North Carolina's public-school students were voluntarily using the NC Check-Ins. The NC Interims are essentially the 2.0 version of the Check-Ins in the new "North Carolina Personalized Assessment Tool (NCPAT)." In their IADA application, NCDPI replaced the original name "Check-Ins" with "NC Interim Resources" to distinguish their purpose from the multi-staged fixed summative test forms in the NCPAT. Specifically, the NC Interims would become an instructional resource for teachers, and the multi-stage summative would be used for federal accountability and "annual meaningful differentiation" under ESSA (2015). Given the challenges documented above, the original idea of replacing the Check-Ins with the end-of-grade summative tests and using them for two competing purposes (instruction and accountability) was no longer perceived as a viable solution among stakeholders.

During the 2021-2022 school year, NCDPI gathered stakeholders' feedback on the naming conventions used for the interim assessment resources. In early February 2022, NCDPI decided to name the interim resources "NC Check-Ins 2.0" (from NC Interims) beginning in Fall 2022.[24] The state's decision rested on feedback collected through pilot school surveys, statewide IADA webinars, and calls with pilot participants, which suggested that the original name, "NC Check-Ins," had strong brand recognition and remained popular among schools. To distinguish the original NC Check-Ins from the new NC Check-Ins 2.0, NCDPI decided to add "2.0" to the name and relabel forms to "A, B, and C" (original Check-Ins were labeled 1, 2, and 3). The NC Check-Ins 2.0 will continue to emphasize the primary use as an instructional resource rather than a test or an assessment.

Professional Development Changes

As indicated above, NCDPI is considering how to expand its professional development (PD) offerings. Considerations include how to balance the depth and breadth of knowledge and skills to be covered (e.g., interpretation and use of assessment reports), whether and how much to extend the time required for PD, offering different training formats (e.g., in-person vs. online), and integrating general assessment literacy concepts into PD modules. NCDPI is partnering with the Friday Institute on PD development. Additionally, the Friday Institute plans to continue collecting feedback from participants via surveys, interviews, and other sources to inform PD improvements.

that embedded feedback to instruction and shorter summative tests that could be used for federal accountability and growth requirements. The Task Force consisted of stakeholders representing the state board, DPI, district and school leaders, and parents across the state.

[24] In this report, we use the name "NC Interims" because this was the official name used for the interims in 2021-22. In future reports we will refer to the Interims as the NC Check-Ins 2.0, or simply as the "NC Check-Ins."

Does the Current IADA Plan Adhere to Federal and State Legislative Requirements?

a. To What Extent Do Pilot Schools Represent the Population of Students Statewide?

Table 1 compares school demographic characteristics in the sample of 2021-22 school participants to K-12 public schools in North Carolina. Sample characteristics of grade 4 and 7 sample schools are within 5 percentage points of the population characteristics across most ESSA categories and subgroups. Exceptions, which are highlighted in the requisite Table 1 cells, include (1) economically disadvantaged students in grade 4 and 7 sample schools, which are over-represented by 10.9 and 11.7 percent respectively; (2) Hispanic students in the grade 7 sample schools, which are under-represented by 5.1 percent; and (3) White students in the grade 4 sample schools, which are over-represented by 8.1 percent.[25] Overall, the sample characteristics of sample schools largely address the U.S. Department of Education's mandate to ensure that the IADA pilot schools represent state population characteristics, as all ESSA subgroups are represented in the sample schools. Looking ahead, it will be critically important for the pilot sample to represent population characteristics as closely as possible. This is because results from the pilot sample will be used to develop and validate the flexible summative tests and establish comparability with the prior end-of-grade (EOG) tests.

Table 1: Statewide vs. IADA School Demographics, 2021-22

Category	IADA Grade 4 Sample (46 schools)	NC Grade 4 Public Schools	Grade 4 Dif.	IADA Grade 7 Sample (32 schools)	NC Grade 7 Public Schools	Grade 7 Dif.
Total Students (N)	3,471	121,812		3,838	130,709	
Male	51.5%	51.2%	.3%	50.3%	51.5%	-1.2%
Economically Disadvantaged Students	52.5%	41.6%	10.9%	52.0%	40.3%	11.7%
Students With Disabilities	15.5%	13.5%	2.0%	14.4%	13.0%	1.4%
English Learners	6.9%	10.9%	-4.0%	4.6%	7.7%	-3.1%
American Indian	2.7%	1.1%	1.6%	2.3%	1.1%	1.2%
Asian/Pacific Islander	1.1%	4.2%	-3.1%	1.2%	3.7%	-2.5%
Black or African American	23.3%	25.5%	-2.2%	27.9%	26.6%	1.3%
Hispanic	15.6	20.2%	-4.6%	15.5%	20.6%	-5.1%
Multiracial	6.1%	5.8%	.3%	5.7%	5.2%	.5%
White	51.2%	43.1%	8.1%	47.4%	42.7%	4.7%

[25] Data was provided by NCDPI.

b. Will NCPAT Meet Federal IADA Requirements Associated with the IADA Award and, Achieve Comparability of Annual Summative Determinations?

To date, NCDPI has met federal IADA requirements. NCDPI submitted annual performance reports to the U.S. Department of Education in September 2020 and August 2021 and participated in annual update calls with the USDE program officer. North Carolina's IADA remains in good standing.

In addition to other regulatory requirements, the U.S. Department of Education requires all IADA states to demonstrate that the new innovative assessment produces results that are valid, reliable, and *comparable* for all students and students in ESSA subgroups. The comparability requirement means that the state must administer the assessment to a "demographically representative sample of all students and subgroups of students[26]" (APR, p. 32) and show that test results from the new test are comparable to the old test. That is, scores among students and subgroups in the IADA sample, on average, must resemble the scores that these same students would have received had they taken the traditional EOG test.

As noted above, the NC Interims will not contribute to annual meaningful differentiation of schools or summative determinations under ESSA; only the flexible summative test will be used to meet federal accountability requirements. Thus, federal comparability requirements under IADA only apply to the flexible summative tests. Since results from the flexible summative tests have not yet been collected in North Carolina at any grade level, comparability determinations are not yet available. According to the updated IADA timeline, comparability determinations will be available for grades 4 and 7 in summer 2023 once the spring 2023 test results from pilot schools have been analyzed. Results in grades 5 and 8 will be available after spring 2024, and results in grades 3 and 6 are to be determined.

c. What Evidence Does NCDPI Have to Support the Peer Review Application for NCPAT (i.e., sufficient evidence across critical elements 2-6, including assessment quality operations, technical quality, inclusion, and achievement standards and reporting)?

Once the new flexible summative assessments are fully operational in grades 3-8 reading and mathematics (after the 2023-24 school year), NCDPI will be required to submit test validity and reliability evidence for federal assessment peer review. Assessment peer review is the process through which a state demonstrates the technical soundness of assessments used for federal accountability purposes. All states must address seven criteria, or elements, in the peer review process:

1. Statewide system of standards and assessments (e.g., adoption of content standards, challenging academic content, policies for including all students in assessments, meaningful consultation)

[26] Required subgroups for IADA include economically disadvantaged, ESSA race/ethnic groups, students with disabilities, and English Learners.

2. Assessment system operations (e.g., test design and development, administration, security, monitoring, and privacy)
3. Technical quality – validity
4. Technical quality – other (e.g., reliability, fairness, accessibility, scoring, multiple forms)
5. Inclusion of all students (e.g., accommodations, procedures for including English Learners)
6. Achievement standards and reporting (e.g., standards setting, challenging, and aligned achievement standards)
7. Locally selected nationally recognized high school assessments (not applicable to North Carolina's IADA).

NCDPI expects that only the flexible summative assessments will be required for peer review, not the NC Interims. This is because the flexible summative tests are used to generate summative scores to meet federal school accountability requirements, while the NC Interims are not. NCDPI is in the initial stages of collecting evidence for peer review. Initial data used in the peer review process will be collected in spring 2023 with the pilot of the flexible summative tests in grades 4 and 7. Peer review evidence in grades 3, 5, 6, and 8 will be collected over the next two or three years, at which time NCDPI will submit a peer review report for federal review. Evaluators will monitor data collection and progress toward peer review beginning after the 2022-23 school year when initial evidence is available.

d. Does NCPAT Adhere to State Legislative Requirements and NCDPI's Strategic Vision?

Adherence to State Legislation. According to North Carolina Senate Bill 621, the original intended purpose of a new innovative assessment was to administer state-mandated assessments *"in multiple short testing events throughout the school year rather than in a single long testing event at the end of the year."* The new NCPAT *design offers three interims primarily used to provide immediate feedback to inform instruction throughout the year and a flexible summative for accountability at the end of the year.* The operationalized definition of North Carolina's through-grade model adopted was primarily due to technical and practical challenges described above. The NCPAT did not combine the interims into a summative score primarily because:

1. Assessing standards-based proficiency via multiple short testing events contradicts the North Carolina Standard Course of Study, which defines what students are expected to know and be able to do *by the end of each school year or course;*
2. Using the NC Interims for high-stakes accountability would threaten their usefulness to address their primary purpose of informing instruction; and
3. Although multiple test opportunities could be provided for students to demonstrate proficiency on one or more standards throughout the year, doing so could introduce test inefficiencies for lower-performing students (i.e., students taking similar tests over and over) and could potentially influence more in-school testing.

Additionally, the end-of-year flexible summative tests are not expected to reduce overall testing time for students as compared to the previous end-of-grade tests. Moreover, assuming schools replace their off-the-shelf interim assessment with the NC Interims, the overall testing time associated with interim and summative testing will remain consistent.[27] However, the flexible summative test will produce more precise results and a more tailored test experience. Results from the NC Interims should also provide better instructional information because they were designed to align with districts' local curriculum and curriculum pacing plans.

The NCPAT *does* include at least three features considered essential to educators. Specifically, the NCPAT:

1. Includes high-quality interim resources to inform instruction and monitor students' progress toward end-of-grade proficiency;
2. Contributes information toward a student's end-of-grade summative test experience; and
3. Produces an overall performance rating that meets federal accountability requirements.

An additional stakeholder objective is reducing test anxiety through a shorter and more familiar test experience. The degree to which this objective is being achieved can be addressed through student surveys; however, these surveys have not yet been administered since the multi-staged adaptive test is still under development. NCDPI should consider embedding one or more survey questions into the spring 2023 field tests of the flexible summative tests to address this and other pertinent questions.

Integrating NCPAT Into NCDPI's Strategic Vision. Operation Polaris, presented by State Superintendent Catherine Truitt to the State Board of Education on April 8, 2021, is the Superintendent's four-year strategic vision to support public schools across North Carolina. This outlines how NCDPI, in tandem with the State Board of Education (SBE), will assist all education stakeholders as they work to overcome the challenges of the COVID-19 pandemic while establishing a framework to achieve the long-term goal of ensuring a sound, basic education for all students in the state. The Operation Polaris strategic vision specifically addresses goals for accountability and testing:

> *The plan seeks to build consensus around a new accountability model that prioritizes growth while continuing to emphasize the importance of achievement alongside multiple other indicators to define school quality. Using a graduate portrait as a starting point, this new model will recognize the value of a competency-based approach to student progression and mastery of content.*

Although not designed to support a competency-based education model, there may be ways to use NCPAT to support competency-based instruction and learning. Below is a description of the

[27] According to DPI estimates, grade 4 and 7 testing time for each mathematics and reading interims are about one hour in length. This is comparable to the time it takes students to complete similar off-the shelf interim assessments.

key issues, along with two initial considerations for how the NCPAT might support a competency-based model of education.

Competency-based learning models approach learning from a variety of perspectives. Though many variations exist, competency-based learning models generally imply that students demonstrate *mastery* of prespecified competency models (i.e., concepts or clusters of concepts and skills) before progressing to increasingly more advanced competencies.

To produce a valid interpretation of mastery, an assessment (or group of assessments) must gather *sufficient* evidence that a student has mastered the knowledge and skills represented within the targeted competency (i.e., the collective set of knowledge, skills, and understandings in a "cluster of standards," or content sub-domain), (Marion and Evans, 2018; https://www.nciea.org/blog/assessment/how-much-enough). Establishing sufficient evidence that a student has mastered the corpus of grade-level competencies depends on several factors, including (1) the *breadth of knowledge and skills* represented in each competency, (2) the *level of confidence* one has about whether a student has mastered the competencies (i.e., how confident do we need to be that the student has indeed mastered the competency's underlying knowledge and skills), (3) the *nature of the decisions* being made based on assessment results (i.e., having sufficient information that a student demonstrates grade-level proficiency vs. sufficient information that a student has mastered all grade-level competencies). These issues have major implications for how mastery will be assessed. For starters, it changes decisions about how, how often, and to what extent, evidence is needed to confidently declare that a student has mastered the knowledge and skills in every grade-level competency. Additionally, decisions are needed about how assessment information will inform promotion decisions (i.e., whether a student can progress to the next grade level if s/he has only mastered some of the required competencies).

Grade-level competencies do not exist in North Carolina's existing model of learning. Moreover, the NCPAT program was designed to support and assess students' proficiency across a full range of content standards; it was not designed to assess grade-level competencies. Revisions to the NCPAT will be necessary if North Carolina plans to use the NCPAT to assess students under a competency-based education system.

In January 2022, staff in NCDPI facilitated two separate work groups: one focused on assessment and one on accountability. Each work group is charged with exploring assessment/accountability designs that support competency-based education and aligns to North Carolina's Portrait of a Graduate. Each group will eventually present recommendations to NCDPI leadership about changes that would be necessary to NCDPI's current assessment and accountability system–including the NCPAT– to support a competency-based assessment system in North Carolina. Recommendations related to how the NCPAT program could support a competency-based model will need to follow the development, or adoption, of a competency-based learning model of instruction, followed by a framework for assessing competencies across

K-12. Until this happens, an evaluation of NCPAT's adherence to a new competency-based assessment and accountability system is untenable.

Is NCDPI on Track to Implementing the Plan in This Current Fiscal Year?

After revising the timeline due to COVID-related delays, NCDPI remains on track to implementing the NCPAT when measured against this revised timeline. NCDPI also achieved several key milestones in 2021-22 listed below:

- Administered NC Interims in grades 4 and 7 mathematics and reading.
- Piloted technology-enhanced items and conducted cognitive labs in grades 4 and 7 to evaluate accessibility options for all students. Information from cognitive labs will be used to improve the comparability of these items when administered in different modes.
- Introduced a new online individual student report, which districts can provide to parents and students immediately after administration (within 24 hours) via a secure web portal.
- Released test specifications for the NC Interims in grades 3-8 reading and mathematics.
- Expanded communication practices to inform public school units about the pilot and statewide rollout of the NCPAT (e.g., webinars, website updates, presentations).
- Posted an updated NCPAT implementation timeline on the NCDPI website.
- Released new reporting functions to improve teachers' use of the NC Interims. More specifically, NCDPI used feedback from teachers and parents to improve the class item report and individual student reports. The individual student reports now use asset-based language and include clearer descriptions of concepts assessed. Additionally, teachers now have immediate and direct access (within 24 hours) to NC Interim reports via the secure NC Administration website.
- Released online training on the NCPAT program in spring 2022.

Challenges

NCDPI staff noted several challenges in 2021-22. Challenges were largely attributed to a strong but small team of people responsible for NCPAT implementation at NCDPI. Notably, the Office of Accountability and Testing is implementing its traditional assessment system while also designing, testing, and scaling a new NCPAT assessment program. Most staff have taken on significantly more responsibilities to support the pilot, which has stretched NCDPI staff. As one staff member put it, "the [Office] is essentially running two assessment systems."

According to several NCDPI staff, leadership within the Office of Accountability and Testing has cultivated a strong and vibrant culture, which most credit as the reason for the pilot's successful implementation thus far. There were some minor delays in enrolling new districts in the pilot program, updating new reports, and rolling out the online professional development program. To achieve fidelity at scale, staff within the Office of Accountability and Testing recognized that existing online training should be augmented with ongoing and embedded in-person training and support. Accomplishing this will require significant collaboration, and

coordination with, other NCDPI departments, regional centers, local districts, and partners such as the Friday Institute. Additionally, NCDPI cannot anticipate all challenges and setbacks that may occur with the assessments themselves. Demands of test development timelines, technical issues in the development of the NC Interims and/or flexible summative tests could create future delays in scaling the program beyond COVID-related delays.

Leadership from the Office of Accountability and Testing (the Office) acknowledged that many schools may not be aware that the optional NC Interims and required flexible summative assessment will eventually replace NC Check-Ins (also optional) and EOG tests, respectively. To address the communication challenge, the Office is developing a communication plan and training additional NCDPI staff to serve as ambassadors of NCPAT. NCPAT ambassadors will be charged with presenting a common message to districts and schools to spread the message about the NCPAT pilot program and the new NCPAT system rollout. The Office is also considering other strategies for spreading the message about the upcoming transition to NCPAT such as engaging with local communities and presenting at state and local councils and events. Through increased cross-division coordination, collaboration with local districts, and partnership with education organizations, the Office expects to build its internal capacity to spread the message about NCPAT and cultivate buy-in.

Is the NCPAT Likely to Meet its Ultimate Purposes?

According to NCDPI, the three main purposes of NCPAT are as follows:[28]

- Provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level reading and mathematics standards so classroom instruction may be tailored to an individual student's needs;
- Provide a progress indicator for each interim on individual student performance in relation to overall grade-level performance expectation; and
- Provide a reliable estimate to inform a student's starting point on the multistage adaptive summative assessment (the "flexible summative") that will be used to determine an academic achievement level and for state and federal accountability.

The NC Interims sufficiently address the first of three purposes described above. After students take an interim, results are processed overnight and results are available the following day. Assessment items are designed to assess grade-level performance against grade-level standards, which are organized according to broad concepts and presented on the class-item report (see Appendix B for score report samples). Classroom reports provide information about students' individual and collective performance, which teachers can use to examine students' performance across standards/concepts and flexibly group students for instruction. Individual student reports

[28] See https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/state-tests/north-carolina-personalized-assessment-tool

provide an overall determination of students' performance for each concept and may now be accessed by parents and students within 24 hours after the assessment is completed.

The second and third purposes of NCPAT – providing a progress indicator that predicts end-of-year performance, and a reliable estimate to inform a student's starting point on the flexible summative – cannot be determined until the flexible summative assessments are piloted. As indicated above (Q4), NCDPI expects to pilot the flexible summative assessments in grades 4 and 7 in spring 2022. Following the spring 2022 administration, NCDPI will examine results from the pilot to determine whether the interims can provide a reliable indicator of progress and whether the flexible summative produces a more precise estimate of students' ability in these subjects/grades via placement. Assuming results are positive, NCDPI will continue piloting the flexible summative assessments in grades 3, 5, 6, and 8 in subsequent years.

Summary and Recommendations

Overall, NCDPI has made tremendous progress toward developing an innovative assessment system that addresses federal requirements and state priorities. Since the IADA award, NCDPI has engaged multiple stakeholder groups in the design and development of the NCPAT program. NCDPI regularly updates stakeholders on the development and pilot process through multiple channels, including Regional Accountability Coordinators, the Testing News Network (TNN), quarterly stakeholder webinars; presentations at education council meetings, statewide events; and the NCDPI website among others. They have incorporated feedback from policymakers, educators, and community members in their design and revision process. Despite many technical and practical challenges since 2019, NCDPI has succeeded in retaining most school volunteers, adjusting timelines, and communicating changes in the timeline via their website and other venues. Updates to the original innovative assessment design have enabled NCDPI to comply with federal requirements while addressing major assessment priorities voiced by North Carolina educators.[29] And despite a small staff and limited capacity, the Office of Accountability and Testing has managed to successfully implement and expand NCPAT while maintaining the state's existing assessment program.

Below, we offer several considerations as NCDPI continues developing and scaling the NCPAT program. We intend that these considerations serve as a point of reference for further discussion and ultimately influence an effective transition to a new statewide assessment system. We organized recommendations within four general categories: (1) coordination and collaboration, (2) professional development, (3) communication, and (4) continuous improvement.

[29] Under the new design, North Carolina does not technically need the IADA award to comply with the federal testing requirement of having a summative assessment. Under the new NCPAT design, only the flexible summative test will be used to address federal accountability requirements, so North Carolina only needs to demonstrate comparability between their existing end of grade (EOG) tests and the new flexible summative tests. However, it should be noted that the IADA award allows North Carolina pilot schools to administer the flexible summative in lieu of the EOG test, which mitigates the need to double-test students in pilot schools. Under IADA, pilot schools that take the innovative assessment are not required to take the traditional statewide summative test (i.e., the EOG test in North Carolina).

Coordination and Collaboration

1. ***Facilitate stronger coordination across the Office of Accountability and Testing and other academic offices that support standards, curriculum, instruction, and professional development.*** Assessment design, planning, implementation, and decision-making for the comprehensive NCPAT program reside within the NCDPIs Office of Accountability and Testing. Under the NCPAT assessment program, the NC Interims were designed for the primary purpose of supporting classroom-based instruction. Throughout the test design process, the Office of Accountability and Testing collaborated with the Office of Academic Standards to ensure strong alignment and coverage across the tested content and standards. However, *classroom implementation* of the interims has been largely disconnected from NCDPI's instructional support units. Currently, implementation support for the NC Interims flows through the Regional Accountability Coordinators (RAC) to public school unit (PSU) test coordinators, followed by school-level teachers and test coordinators. Although the Academic Standards Division has been involved in developing test blueprints, instructional divisions at NCDPI (e.g., Academic Standards and Support; Innovation Practices, Advanced Learning, Learning Recovery & Acceleration) are largely removed from NCPAT design, professional development and implementation decisions.

   The integration of NC Interims into NCDPI's instructional core is essential for building NCDPI's capacity to roll out the NC Interims statewide. It is also essential for maintaining the integrity of the NC Interims as a tool for instructional purposes. The NC Interims' usefulness to inform better instruction in schools depends on strengthened coordination across NCDPIs instructional and assessment offices. For example, training to administer and use the NC Interims currently overlook PSU instructional leaders and school-based instructional coaches. Moreover, PSU and school leaders tend to view the NC Interims as tests and not instructional resources. This, in turn, influences mixed messages about the exclusive purpose and use of the interims for guiding classroom instructional decisions. Increased coordination across NCDPIs instruction and assessment offices can lead to improved decisions about how training can be designed and disseminated to PSUs and instructional staff in schools. Additionally, increased involvement from NCDPIs instructional offices can ensure that the NC Interims and associated resources are being used with high degrees of efficacy to support classroom-based instructional improvements.

   NCDPI recently reorganized department divisions and moved the Office of Accountability and Testing within the Division of Standards, Accountability, and Research. This could be a helpful first step in coordinating state-provided professional development and curriculum, instruction, and assessment decisions, particularly as they

relate to the NCPAT assessment program. Additionally, these changes, combined with intentional cross-office planning and coordination, should increase NCDPI's capacity to implement both the NC Interims and flexible summative tests. It can also improve how resources and support are delivered to schools and made available to teachers.

2. ***Continue nurturing and leveraging key external partnerships.*** The Office has a longstanding relationship with the Technical Outreach for Public Schools (TOPS) and the Friday Institute at North Carolina State University (NCSU). These groups within NCSU provide substantial expertise and additional capacity for NCDPI. TOPS extends NCDPI's ability to develop, administer, and report NCPAT assessments. TOPS test developers and programmers work closely with NCDPI. They regularly participate in meetings and support the work of improving assessments and reports. And their longstanding and unique relationship creates contract and management efficiencies that would not be possible with other external assessment vendors. Additionally, the Friday Institute brings expertise in professional development, assessment research, and evaluation. The Friday Institute provided external feedback that proved to be critically important for improving NCPAT training, test development, and universal accessibility. NCDPI's ability to respond quickly to stakeholder feedback and improve test delivery, reporting, and professional development depends on maintaining these partnerships and coordinating relationships with the Regional Assessment Coordinators, local test coordinators, and school-based educators. As such, NCDPI should continue investing in these partnerships and consider ways to sustain the information and support that these groups provide. Cultivating and sustaining these partnerships requires significant human and monetary investment, which thus far has resulted in tangible improvements to the NCPAT program, professional development, and future efforts to scale the program statewide.

Professional Development

3. ***Consider advocating for, and developing, a clear and viable long-term strategy to expand professional development.*** In spring 2022, NCDPI successfully launched a 30-minute online training to administer and use NC Interims. A comprehensive 10-hour online training program will be released in fall 2022. The training program represents two notable achievements for scaling NCPAT and should support the implementation fidelity of the NC Interims and NCPAT program. Moving forward, NCDPI should consider strategies for increasing the intensity of the existing professional development if the goal is to achieve implementation fidelity at scale. Although the existing online training should support proper administration and use of the NC Interims, much more intensive and focused training and support will be needed for the NC Interims and the larger NCPAT program to influence complex and large-scale shifts in teachers' instructional strategies; a key component of the NCPAT theory of action.

NCDPI should consider a longer-term systematic strategy for improving and scaling professional development with NCDPI's instructional divisions and other external partners (e.g., the Friday Institute, Regional Centers, and local districts). Doing so could substantially increase NCDPI's ability to support school-based staff, communicate changes to the state's assessment program, and generate buy-in.

Implementing an intensive professional development program to support the NCPAT assessment program and general assessment literacy will require significantly more money, staff, cross-division coordination, and continued partnerships with external organizations. NCDPI has limited influence over budget and staff constraints; however, they can take steps to support local districts' capacity to improve assessment practice. In addition to increasing cross-division coordination (see recommendation above), NCDPI may consider redistributing funds to support in-person coaching or training. Additionally, NCDPI could partner with local schools or districts that implement NCPAT with high fidelity and demonstrate exemplary assessment practice. NCDPI can leverage such partnerships to understand the processes and conditions that influence broad-scale instructional improvements via a balanced assessment system. NCDPI could then identify ways to incentivize schools and/or communicate best practices through videos and other communication strategies. This type of communication strategy should be integrated into NCDPI's long-term communication plan (see recommendation #5 below). Finally, NCDPI can review how other commercial interim vendors support district and school implementation and consider how vendors' support models can inform state-level support for the NC Interims.

4. ***Use online survey data to monitor and improve school-level awareness of the NC Interims and educators' engagement in online professional development.*** Because professional development is online, NCDPI should be able to download and review information on who is engaging in the professional development. Additionally, an end-of-training survey is embedded in the training program. Usage statistics and survey feedback will provide valuable information for NCDPI. They can inform (1) where, geographically (in which districts and schools), awareness of the NC Interims is and is not growing over time and (2) perceptions of the online training program. NCDPI should consider how they can deliberately integrate this information into improvement planning in 2022-23 and beyond.

Communication

5. ***Develop and deploy a long-term communication plan to support the transition to the NCPAT Assessment Program.*** In 2021-22, staff in the Office of Accountability and Testing (heretofore, "the Office") made concerted efforts to expand districts' awareness of the IADA pilot program and the state's transition to a new statewide assessment

program. NCDPI shared updates and invited stakeholder feedback through quarterly webinars, the Testing News Network (TNN) listserv of district accountability coordinators, and presentations to state advisory groups and councils (e.g., Testing and Growth Advisory Group, Configuration Control Board, Advisory Council on American Indian Education). Office leadership also recognizes that more needs to be done. Only a small proportion of schools are participating in the pilot program. The Office also acknowledges that educators in many schools could be largely unaware of plans to transition to a new assessment program in 2025. Moreover, spring 2022 educator survey results suggest that many teachers mistakenly believe that the NC Interims will be used for accountability. Increasing statewide awareness via a comprehensive communication plan is critical for ensuring a smooth statewide transition to NCPAT program. The Office began developing a comprehensive communication plan in spring of 2022, which includes messaging strategies for key stakeholder groups at the state and local levels, as well as stakeholder-specific action plans to build awareness, gather feedback, and promote buy-in to the new program. A detailed communication plan is essential for NCDPI to disseminate clear and consistent messaging about critical features of the NCPAT; for example, clarifying the exclusive function of the interims as instructional resources that will not be used in any way to inform accountability.

6. ***Consider strategies for leveraging social media to build awareness and buy-in to the NCPAT Assessment Program.*** NCDPI's expanded communication efforts represent a key achievement in 2021-22. Moving forward, NCDPI should consider additional ways to build awareness of the NCPAT program. Education stakeholders and the public rely on a variety of social media platforms for education-related news and updates (e.g., LinkedIn, Facebook, Twitter). These platforms can be leveraged to increase awareness of NCPAT, recruit pilot schools, and build statewide buy-in of the NCPAT program. NCDPI may consider leveraging its existing social media presence to disseminate key messaging about the NCPAT program. For example, social media platforms can be effective ways of sharing existing and new videos about NCPAT, disseminating program summaries and FAQs, and promoting upcoming events. These strategies can be integrated into the NCPAT communication plan currently being developed by leadership in NCDPI's Division of Testing and Accountability.

7. ***Improve the communication pipeline from NCDPI to classroom teachers.*** Interviews conducted with NCPAT pilot teachers in spring 2022 suggest that important information about the NCPAT program has not yet reached some schools and teachers. NCDPI acknowledges that some districts and schools remain unaware that NCPAT will ultimately become the state's new assessment program in grades 3-8. Additionally, important updates to the NC Interims' resources and reports did not consistently reach classroom teachers in the pilot schools. For example, interviews and focus groups with

pilot teachers in spring 2022 suggested that some teachers did not realize that they have direct access to NC Interim test items, test results, and reports. Some teachers reportedly believed they could only access reports through school administrators or coaches. Additionally, pilot teachers in some schools did not know that they could review specific test items with students (Winn, 2022). Pilot teachers were also not consistently familiar with the NC Interims teacher handbook, which includes instructions for administering the interims, accessing reports, and using results to inform instruction. These communication gaps, if left unaddressed, inhibit the use of the NC Interims and may also prevent the successful scale-up of the NCPAT program.

Increased coordination across offices and divisions will help to alleviate some of these communication gaps in the longer term, as will increased social media presence and a comprehensive communication plan. We encourage NCDPI to continue the good work already underway to improve the effective communication of NCPAT (see recommendation #4 above).

To inform and monitor communication improvements, NCDPI can utilize surveys and other feedback from district and organizational partners to identify where, and at what level along the pipeline, communication to teachers is breaking down. For example, spring 2022 teacher survey results should allow NCDPI to identify schools in which communication is a concern. NCDPI can then follow up with school leaders to determine when and how they receive information about the pilot and identify root causes preventing communication from reaching school leaders and/or teachers. Feedback from these sites can be used to plan more effective channels for communicating information about the NC Interims to teachers.

8. ***Continue recruiting pilot schools with sample characteristics in mind.*** NCDPI has demonstrated success in maintaining a robust sample of schools during COVID. Additionally, the characteristics of North Carolina's IADA pilot schools largely match statewide population characteristics. As NCDPI continues to expand the NC Interims for new grade levels and recruit more schools, they should continue to be mindful of the characteristics of new school participants and maintain representation across relevant school-level characteristics. Ensuring a representative sample of pilot students will be essential as NCDPI develops and validates the flexible summative tests.

9. ***Update the NC Interims Teacher Handbook and supporting documents to clarify the intended purposes, uses, and administration procedures for the NC Interims and associated items.*** NCDPI issues the NC Interims Teacher's Handbook to support the proper administration and use of NC Interims. The primary intended use of the NC Interims is to guide instruction. As an instructional tool, the NC Interims are not subject to the same strict security procedures as the EOG or flexible summative assessments; however, language included in some sections of the handbook does not clearly

distinguish the semi-secure administration and use procedures from strict procedures associated with statewide standardized testing. For example, the language used in the testing code of ethics (see p. 34-37) refers to paper testing procedures; not computer-based testing procedures (e.g., see the section on testing code of ethics, p. 34-37). Additionally, page 37 of the handbook indicates that "unethical teaching practices include…using secure test items or modified secure items for instruction," which seems to contradict the very purpose for which the NC Interims were designed.

NCDPI should consider reviewing the teacher handbook to ensure that the information reflects proper administration, reporting, and use of assessments associated with the NCPAT program (i.e., including both the NC Interims and the flexible summative tests). The FAQ section of this handbook provides helpful information on the NC Interims but not the flexible summative tests. Additionally, the FAQ is missing information about the types of supports teachers are allowed to provide on the NC Interims (e.g., is a teacher allowed to provide hints or help to students?) and how the semi-secure should be handled (e.g., with whom, by whom, and for whom can items be shared? When and how can they be shared with students? How does this differ from requirements for the flexible summative tests?). NCDPI should consider updating other testing documents as well, such as the testing code of ethics and Test Coordinators' Policies and Procedures Handbook. All documents should align and reflect the new requirements associated with both the NC Interims and the forthcoming flexible summative assessments. This includes delineation of the common and unique purposes, uses, and testing procedures associated with both assessments.

Continuous Improvement

10. ***Consider collecting feedback to examine the impact of NCPAT on classroom instruction and students' test anxiety.*** Improving instruction and addressing test anxiety were two of several priorities identified by stakeholders during the initial design phase of the NCPAT program. Nationally, state-level through-grade assessment is a new assessment approach, and little is known about whether and how through-grade assessments might affect instruction or students' test anxiety. For example, it remains unknown whether and/or how NC Interims may influence teachers' instructional planning, classroom grouping and differentiation decisions, and personalized instructional approaches. Moreover, since reducing, or at least managing test anxiety, remains a priority in North Carolina, NCDPI may find it beneficial to empirically examine how the NCPAT program affects test anxiety, particularly among groups that may be most susceptible to test anxiety. For example, NCDPI could include a brief set of survey questions at the end of each NC Interim and flexible summative test that asks students to report on their perceived levels of anxiety and whether the NC Interims promote reduced test anxiety on the flexible summative test. Results could be

triangulated through teacher surveys, parent surveys, or other forms of data collection (e.g., stakeholder interviews, focus groups). Related, insights into teachers' instructional practices, test alignment, elimination of redundant testing practices, improved systems of assessment (i.e., more balanced systems of assessment), and assessment literacy could also be addressed through surveys or teacher logs. The pilot phase would be an ideal time to begin collecting data and using it to understand how design elements affect teachers' instruction and students' assessment experiences.

11. ***Consider updating the NCPAT theory of action.*** North Carolina's assessment theory of action suggests that intentional use of interim assessment, combined with professional development and multi-staged flexible summative test linked to the interims, should support instruction, improve progress monitoring, and increase student achievement. Higher student achievement is expected to occur through professional development, combined with immediate feedback from interim assessments and teachers' efficacious use of assessment results to personalize instruction. Additionally, the theory of action suggests that the new system should influence a more balanced system of assessments within local districts and schools. *In our review of the theory of action, we questioned the extent to which the NCPAT program's key resources (i.e., interims and flexible summative tests) and existing professional development design could reasonably be expected to impact achievement or influence more balanced assessment systems locally.* The professional development as currently designed includes 10 hours of training delivered through a series of online modules. Moreover, the training is voluntary, and the state cannot currently influence local district curriculum and assessment decisions.

    With NCPAT implementation underway, now is an opportune time for NCDPI to revisit its original theory of action. Questions to consider in the revision process: (1) are the NC Interims, flexible summative tests, and associated mechanisms for change (e.g., professional development) going to be sufficient for districts and schools to impact stated outcomes; specifically, raising achievement, reducing achievement gaps, and developing a balanced system of assessments? If not, what additional resources and supports would be necessary to build local districts' and schools' assessment literacy capacity? And/or how should expected outcomes change to better represent what a statewide system of assessment can reasonably achieve? Additionally, what resources/supports are included in the NCPAT system to improve classroom-based and formative assessment practice, and are these supports sufficient to change formative assessment practices at scale? Finally, what elements in the theory of action need to be updated based on changes to the original NCPAT program design (e.g., performance tasks are included as a key mechanism, but they currently are not included in the NCPAT program)? An updated theory of action could then support data collection efforts to examine these and other

questions about how teachers and students respond to the new system and what improvements may be needed.

The evaluator included additional feedback for consideration in the theory of action document, which was submitted to NCDPI in spring 2022.

References

Winn, K., Davis, R., and Meral, C. (2022). Innovative Assessments: Class Item Report and Cognitive Labs. Raleigh, NC: The Friday Institute for Educational Innovation at North Carolina State University.

APPENDIX A: NC PERSONALIZED ASSESSMENT TOOL THEORY OF ACTION

Goal *What is the overarching **goal(s)** of the system?*	**Outcomes** *What specific **outcomes** represent goal attainment?*	**Elements/ Components** *What **approaches**, **initiatives** and **components** need to be in place to support the attainment of outcomes?*	**Mechanisms** *What is the **mechanism** by which each element of the system will support the attainment of desired outcomes?*	**Assumptions** *What **assumptions** underlie the system working as intended?*	**Evidence** *What **evidence** will demonstrate that the system is working as intended?*	**Consequences** *What are the potential intended/unintended **consequences**?*
Intentional through-grade use of assessment data to support teaching and increase student achievement	A balanced assessment system consisting of formative, interim, and summative measures Increased achievement (short term/long term) Reduced achievement gaps Increased assessment and data literacy	Through-grade assessments (interims) Staged-adaptive summative Assessment of higher order thinking skills Professional development in assessment literacy with a common language of formative assessment Immediate teacher feedback Student reports	Variety of item types (e.g., TEI, performance tasks) Online reporting Professional development via training modules that can be accessed at any time: ○ Regional coaching ○ Online PD modules on assessment and data literacy ○ Online PD modules on the assessment system ○ Training on misconceptions	Data will be reviewed and used by educators. The system will provide valid and reliable data. The test is aligned to content standards. Teachers will integrate their increased understanding of assessment and data into their day-to-day practices.	Increased student achievement and growth ○ Higher percentage of districts meeting long-term goals (designed to close achievement gaps) (links to plans – ESSA, SBOE) ○ Reduction of low-performing schools, districts, and charter schools (link to SBOE)	Intended: Students have more timely feedback on their performance so that they can improve. Teachers have actionable information so that they can use it to change instruction for students. Unintended: Interims become high stakes. Increased stress around testing Testing perceived as increased testing (interims) Impact on local pacing guides

- What is the overarching **goal(s)** of the system?
- What are the specific **outcomes** that represent the attainment of that goal (s)?
- What **elements** (e.g., approaches, initiatives, components) need to be in place to support the attainment of those outcomes?
- What is the **mechanism** by which each element of the system will support the attainment of desired outcomes?
- What **assumptions** underlie the system working as intended?
- What **evidence** will demonstrate that the system is working as intended?
- What are the potential intended/unintended **consequences**?

APPENDIX B: NC INTERIMS CLASS ITEM REPORTS

Grade 4 Mathematics

NC Interim 1 - 2021-22 - Math Grade 4 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Elementary (012345)

Class Mean: 17.2/25	Class Percent Correct: 68.8%	School Mean: 17.2/25	School Percent Correct: 68.8%

	Geometry		Measurement and Data			Number and Operations in Base 10															Operations & Algebraic Thinking				
ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
CONTENT STANDARD PERCENT CORRECT	4.G.1 : 50.0		4.MD.3 : 73.3			4.NBT.2 : 72.0					4.NBT.4 : 72.0					4.NBT.7 : 80.0					4.OA.1 : 72.0				
DEPTH OF KNOWLEDGE	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
CLASS PERCENT CORRECT	40.0	60.0	100.0	100.0	20.0	100.0	80.0	40.0	60.0	80.0	60.0	80.0	100.0	60.0	60.0	80.0	100.0	100.0	20.0	100.0	80.0	100.0	60.0	100.0	20.0
SCHOOL PERCENT CORRECT	40.0	60.0	100.0	100.0	20.0	100.0	80.0	40.0	60.0	80.0	60.0	80.0	100.0	60.0	60.0	80.0	100.0	100.0	20.0	100.0	80.0	100.0	60.0	100.0	20.0
CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
CORRECT ANSWER	A	B	C	D	7	215	TE[2]	A	B	C	D	A	B	34589	97541	C	D	A	B	C	D	A	B	25	TE[2]
STUDENT NAME																									
1 STUDENT A 100000000042	B	B	C	D	3	215	Yes	A	B	C	C	B	B	21	5555	C	D	A	B	C	C	A	A	25	No
2 STUDENT B 100000000055	A	C	C	D	55	215	No	C	A	C	D	A	B	1175	99999	C	D	A	A	C	D	A	B	25	No
3 STUDENT C 100000000072	A	C	C	D	7	215	Yes	A	B	C	C	A	B	34589	97541	C	D	A	C	C	D	A	C	25	Yes
4 STUDENT D 100000000081	A	B	C	D	3	215	Yes	C	C	D	D	A	B	34589	97541	D	D	A	D	C	D	A	B	25	No
5 STUDENT E 100000000098	D	A	C	D	984	215	Yes	C	A	C	D	A	B	34589	97541	C	D	A	A	C	D	A	B	25	No

This report has 25 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 4 Reading

NC Interim 1 - 2021-22 - Reading Grade 4 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Elementary (012345)

Class Mean: 17.024	Class Percent Correct: 70.8%	School Mean: 17.024	School Percent Correct: 70.8%

		Language				Reading for Information													Reading for Literature						
ITEM NUMBER		3	19	22	11	2	18	1	17	21	4	20	5	24	8	6	7	23	9	13	15	14	16	10	12
CONTENT STANDARD		4.L.4	4.L.4	4.L.4	4.L.5.a	4.RI.1	4.RI.1	4.RI.2	4.RI.2	4.RI.2	4.RI.3	4.RI.3	4.RI.4	4.RI.4	4.RI.5	4.RI.8	4.RI.8	4.RI.8	4.RL.1	4.RL.1	4.RL.1	4.RL.2	4.RL.3	4.RL.4	4.RL.4
CONTENT STANDARD PERCENT CORRECT		4.L.4: 40.0			4.L.5.1: 100.0	4.RI.1: 70.0		4.RI.2: 60.0			4.RI.3: 90.0		4.RI.4: 60.0		4.RI.5: 80.0	4.RI.8: 66.7			4.RL.1: 80.0			4.RL.2 80.0:	4.RL.3: 80.0	4.RL.4: 90.0	
DEPTH OF KNOWLEDGE		2	2	2	2	2	1	2	2	2	2	1	2	2	3	2	3	2	2	2	2	2	2	2	2
CLASS PERCENT CORRECT		0.0	20.0	100.0	100.0	80.0	60.0	60.0	80.0	40	80	100	20	100.0	80.0	60.0	60.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	100.0
SCHOOL PERCENT CORRECT		0.0	20.0	100.0	100.0	80.0	60.0	60.0	80.0	40	80	100	20	100.0	80.0	60.0	60.0	80.0	80.0	80.0	80.0	80.0	80.0	80.0	100.0
CORRECT ANSWER		TE[2]	TE[2]	TE[2]	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	TE[2]
	STUDENT NAME																								
1	STUDENT A 100000000042	No	No	Yes	D	A	C	C	D	A	C	C	B	A	B	C	D	A	B	C	D	B	C	C	Yes
2	STUDENT B 100000000055	No	Yes	Yes	D	A	B	C	D	B	B	C	B	A	C	A	B	A	B	C	D	A	B	C	Yes
3	STUDENT C 100000000072	No	No	Yes	D	B	A	D	D	C	B	C	B	A	B	C	D	A	B	C	D	A	B	C	Yes
4	STUDENT D 100000000081	No	No	Yes	D	A	B	C	D	D	B	C	B	A	B	C	D	A	B	C	B	A	B	D	Yes
5	STUDENT E 100000000098	No	No	Yes	D	A	B	B	A	A	B	C	D	A	B	D	A	B	C	D	D	A	B	C	Yes

This report has 24 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 7 Mathematics

NC Interim 1 - 2021-22 - Math Grade 7 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Middle (678910)

Class Mean: 19.4/25	Class Percent Correct: 77.6%	School Mean: 19.4/25	School Percent Correct: 77.6%

	Geometry					The Number System					Ratio & Proportional Relationships														
ITEM NUMBER	3	13	15	18	24	5	8	9	11	21	1	4	6	17	20	2	14	19	22	23	7	10	12	16	25
CONTENT STANDARD	7.G.1	7.G.1	7.G.1	7.G.1	7.G.1	7.NS.3	7.NS.3	7.NS.3	7.NS.3	7.NS.3	7.RP.1	7.RP.1	7.RP.1	7.RP.1	7.RP.1	7.RP.2	7.RP.2	7.RP.2	7.RP.2	7.RP.2	7.RP.3	7.RP.3	7.RP.3	7.RP.3	7.RP.3
CONTENT STANDARD PERCENT CORRECT	7.G.1:					7.NS.3:					7.RP.1:					7.RP.2:					7.RP.3:				
DEPTH OF KNOWLEDGE	2	2	3	2	2	1	2	1	2	2	1	1	2	1	1	2	1	1	2	2	2	2	1	2	2
CLASS PERCENT CORRECT																									
SCHOOL PERCENT CORRECT																									
CALCULATOR ACTIVE	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes
CORRECT ANSWER	A	B	C	D	A	-2.345	TE[2]	B	C	20	D	36	A	B	60	C	D	A	B	TE[2]	C	D	TE[2]	156	A
STUDENT NAME																									
1 STUDENT A 100000000042	C	B	C	D	A	-1.5	Yes	B	C	20	C	36	A	B	60	C	D	A	B	Yes	C	D	Yes	165	A
2 STUDENT B 100000000055	A	C	D	D	A	-2.345	Yes	B	C	20	C	36	A	C	60	D	D	A	B	No	D	C	Yes	156	A
3 STUDENT C 100000000072	A	A	A	D	B	-1.5	No	B	C	20	B	36	A	B	60	C	D	A	B	Yes	C	D	Yes	156	A
4 STUDENT D 100000000081	A	B	C	D	A	-2.345	Yes	B	C	20	B	36	A	C	60	C	D	A	B	Yes	C	D	Yes	156	B
5 STUDENT E 100000000098	A	B	C	B	A	-2.345	Yes	B	D	20	A	36	A	C	60	C	D	B	C	No	C	D	Yes	156	A

This report has 25 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Grade 7 Reading

NC Interim 1 - 2021-22 - Reading Grade 7 Class Item Report	Teacher: Sample Teacher Test Administrator: Teacher, Test	Sample Middle (678901)

Class Mean: 17.2/24	Class Percent Correct: 71.7%	School Mean: 17.2/24	School Percent Correct: 71.7%

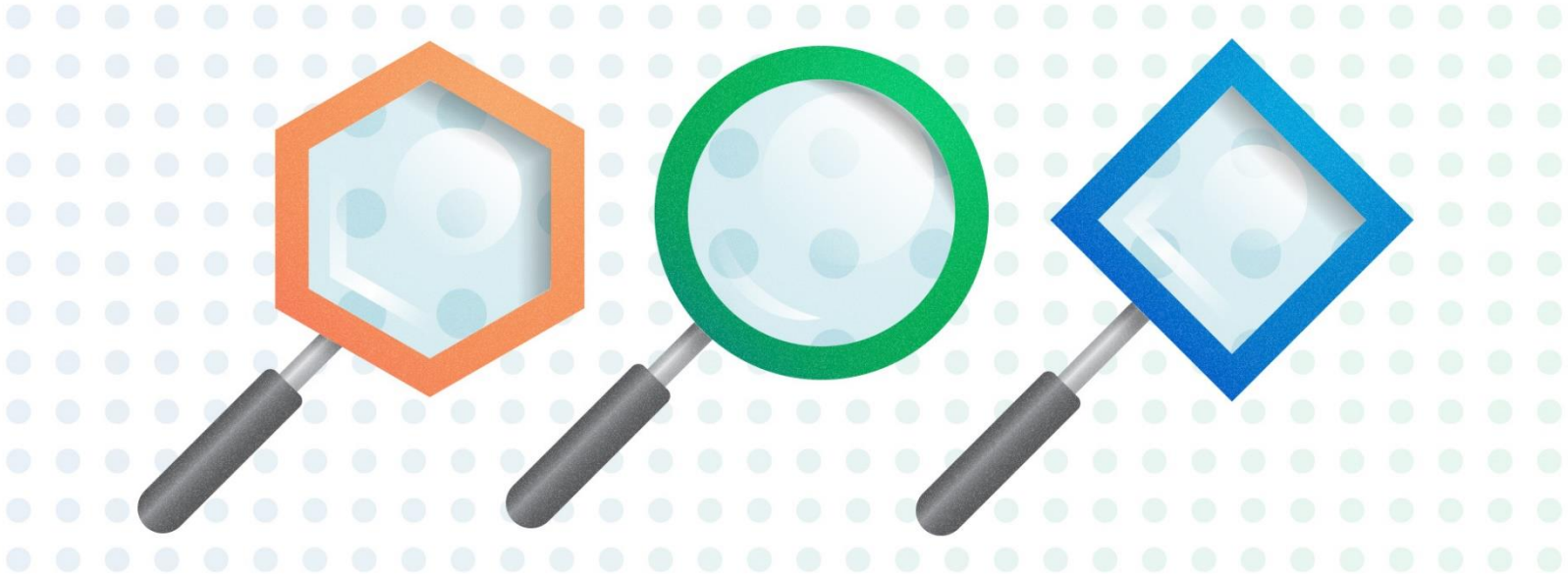
		Language				Reading for Information												Reading for Literature								
ITEM NUMBER		2	22	13	24	7	21	1	18	3	20	5	8	6	19	4	23	10	16	9	14	15	11	12	17
CONTENT STANDARD		7.L.4	7.L.4	7.L.5.a	7.L.5.a	7.RI.1	7.RI.1	7.RI.2	7.RI.2	7.RI.3	7.RI.3	7.RI.4	7.RI.5	7.RI.6	7.RI.6	7.RI.8	7.RI.8	7.RL.1	7.RL.1	7.RL.2	7.RL.3	7.RL.3	7.RL.4	7.RL.5	7.RL.6
CONTENT STANDARD PERCENT CORRECT		7.L.4: 50.0		7.L.5.a: 80.0		7.RI.1: 50.0		7.RI.2: 90.0		7.RI.3: 90.0		7.RI.4: 40.0	7.RI.5: 80.0	7.RI.6: 60.0		7.RI.8: 90.0		7.RL.1: 60.0		7.RL.2: 80.0	7.RL.3: 100.0		7.RL.4: 80.0	7.RL.5: 40.0	7.RL.6: 40.0
DEPTH OF KNOWLEDGE		2	2	2	2	2	2	2	2	2	3	2	3	3	2	3	3	2	2	2	2	2	2	3	2
CLASS PERCENT CORRECT		60.0	40.0	80.0	80.0	80.0	40.0	100.0	80.0	100.0	80.0	40.0	80.0	60.0	60.0	100.0	80.0	80.0	40.0	80.0	100.0	100.0	80.0	40.0	40.0
SCHOOL PERCENT CORRECT		60.0	40.0	80.0	80.0	80.0	40.0	100.0	80.0	100.0	80.0	40.0	80.0	60.0	60.0	100.0	80.0	80.0	40.0	80.0	100.0	100.0	80.0	40.0	40.0
CORRECT ANSWER		C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	TE[2]	B	TE[2]	C	D	A	TE[2]	B	C
	STUDENT NAME																								
1	STUDENT A 100000000042	B	D	A	B	C	C	A	B	C	D	B	B	C	D	A	Yes	B	No	C	D	A	Yes	C	D
2	STUDENT B 100000000055	C	C	C	C	C	D	A	C	C	D	C	B	C	D	A	No	C	No	B	D	A	Yes	B	B
3	STUDENT C 100000000072	C	D	A	B	C	C	A	B	C	D	A	B	B	D	A	Yes	B	Yes	C	D	A	Yes	C	C
4	STUDENT D 100000000081	D	D	A	B	C	B	A	B	C	A	B	A	B	C	A	Yes	B	No	C	D	A	Yes	B	C
5	STUDENT E 100000000098	C	D	A	B	B	D	A	B	C	D	A	B	C	B	A	Yes	B	Yes	C	D	A	No	C	B

This report has 24 questions worth one point per question. In the student list, the shaded cells indicate an incorrect response.

[1] Depth of Knowledge: 1 =Recall, 2=Skill / Concept, 3=Strategic Thinking

[2] "TE" indicates that this is a technology enhanced item. Due to the limitations of the report format, the correct answer is not provided. Student responses to TE items are indicated as a "Yes" for a correct answer and a "No" for an incorrect answer.

Exhibit I-04: Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Test Coordinator Survey Findings (August 2022)



NORTH CAROLINA IADA: SPRING 2022 PUBLIC SCHOOL UNIT TEST COORDINATOR SURVEY FINDINGS

August 2022

W. Christopher Brandt

Center for Assessment

Center for Assessment

National Center for the Improvement
of Educational Assessment
Dover, New Hampshire

Table of Contents

Executive Summary

In Spring 2022, the North Carolina Department of Public Instruction (NCDPI) administered a survey to public school unit (PSU) test coordinators who participated in the Innovative Assessment Demonstration Authority pilot, as approved by the U.S. Department of Education. The survey was designed to elicit feedback on test coordinators' perceptions on the NC Interims and technical support provided by NCDPI. A total of 16 test coordinators from 12 PSUs and 4 charter schools responded to the survey. Not every test coordinator responded to every item and, therefore, the number of participants responding to any given item varies between 14 and 16 on most items. Sample demographics and item-level frequencies are included in Appendix A. Results will be used to improve implementation of the NC Check-Ins 2.0 (formerly NC Interims). The survey will include test coordinators from additional PSUs in future years as NCDPI expands the pilot to new sites.

This report summarizes findings from the test coordinator survey and, when possible, compares these findings to a survey of 160 IADA pilot teachers who completed a separate teacher survey during the same timeframe. When common items allowed us to compare results across the two groups, we used results from both surveys to inform our recommendations in this report. A separate teacher survey report, submitted concurrently with this report, provides details about the teacher survey and includes results and recommendations based solely on the teacher survey.

Strengths. PSU test coordinators reported feeling well supported by NCDPI and regional coordinators. Additionally, test coordinators' reported levels of satisfaction with the NC Interims generally matched or exceeded those of teachers. Sixteen of 16 test coordinators (100%) reported feeling at least *moderately prepared* to support teachers' administration of the NC Interims, and 13 of 16 (78.6%) felt prepared to support their interpretation and use of results. Fifteen of fifteen (100%) reported that the NC Interims were easy for teachers to administer, and fourteen of fifteen (93%) reported a smooth administration process with no major problems.

Fourteen of fourteen test coordinators (100%) reported that items on the NC Interims met high-quality standards, reflected a wide range of difficulty levels, and aligned at least moderately well with local district curriculum and pacing guides in mathematics (13 of 14 test coordinators, or 93%, reported moderate levels of alignment in reading). Additionally, 14 of 14 test coordinators (100%) reported that the interim results were timely, and 12 of 14 (86%) indicated that reports were useful to support classroom instruction.

Areas for Improvement. Feedback from both test coordinators and teachers suggest that NCDPI should focus their improvements on (1) improving the effectiveness of current NC Interims training; (2) increasing teachers' awareness of key supplemental NC Interims resources

(e.g., teacher handbook, webpage); (3) improving the interpretation of the individual student report; and (4) improving responsiveness to test coordinator concerns.

Test Coordinator and Teacher Training. With regard to the NC Interims training, twelve of 14 test coordinators who responded to the survey item (86%) reported completing the new 30-minute training webinar. Of the 12, nine (75%) reported that the webinar helped support the use of NC Interims' reporting tools; however, three (25%) reported that the webinar was only *slightly helpful* or *not helpful at all* for this purpose. Similarly, among teachers, 20.6% reported not completing the webinar. Among teachers who completed the webinar, 26.9% reported that the webinar was either *not helpful* or *only slightly* helpful for the purpose of using reporting tools. Results from both surveys suggest that improvements to the training webinar and/or supplemental materials may be warranted to improve interpretation and use of reporting tools. Additionally, NCDPI may consider gathering additional feedback from test coordinators and pilot teachers to determine whether more comprehensive training would be helpful and, if so, how the training should be designed (e.g., content, delivery modes) to address the distinct needs of test coordinators and teachers. For example, it may be that separate training webinar for test coordinators would more effectively address their unique responsibilities and questions. And the existing webinar may need to be revised or augmented with additional resources to address teachers' knowledge and skills related to administering and using the interims for instructional purposes. NCDPI is poised to learn more next year, after the more comprehensive online training modules are released and feedback is collected about the usefulness of these modules. We address teacher resources in more depth in the next paragraph.

Supplemental NC Interims Resources. The NC Interims Teacher Handbook and NCPAT Webpage are the two primary resources designed to supplement the NC Interims training webinar and support teachers' implementation of the NC Interims. Fourteen of 14 test coordinators (100%) reported being at least *moderately familiar* with the NC Interims Teacher Handbook. Moreover, 13 of 14 (92.8%) reported that the teacher handbook was helpful in supporting administration of the NC Interims. Among teachers, 80.6% (N=124 of 154) reported being at least moderately familiar with the handbook; however, conversely, 19.5% (n=30 of 154) reported being only *slightly familiar* or *not familiar at all* with the NC Interims Teacher Handbook. These findings reveal that a substantially higher percentage of test coordinators are familiar with the teacher handbook and NCPAT webpage vs. teachers. They also reveal that test coordinators perceive the handbook as being helpful for teachers, but not all teachers are using it. Regarding the NCPAT webpage, 4 of 14 (28.6%) of test coordinators and 41.6% of teachers reported being *slightly familiar* or *not familiar at all* with the webpage. The fact that four in 10 teachers are not familiar with the website is noteworthy considering that it is one of the primary supplemental resources available to support implementation of the NC Interims. NCDPI may consider alternative methods for increasing awareness and promoting the use of the handbook and website among teachers. For example, NCDPI could use the quarterly webinars, outreach presentations, and PSU coordinator meetings to showcase the resources and suggest strategies

for increasing teachers' awareness and use of these resources. NCDPI may also consider posting links on the website so that teachers can access the teacher handbook, sample class reports, and other important resources directly from the website. Doing this may also improve the utility of the website and, in turn, improve awareness of the website and the pilot program. As NCDPI considers improvements to the website, they should consider gathering more specific feedback from coordinators and teacher via interviews, focus groups and/or think-alouds to improve the end user's experience.

Supporting accurate interpretation of the individual student report (ISR). Twelve of 14 test coordinators (85.7%) reported that the ISR is at least *moderately helpful* for parents to understand their child's performance. Comparatively, 68.1% of teachers reported that the ISR is at least *moderately helpful*, and 31.8% reported that it was only *slightly helpful* or *not helpful at all* for this purpose.[1] Notably, the new ISR uses asset-based language (e.g., *approaching standards* vs. *below proficient*), which some parents and teachers may misinterpret. For example, teacher interviews anecdotally revealed that some parents believed that *approaching* meant their child was on track when, in reality, *approaching* meant the child may have performed well below standards. NCDPI may consider developing training and communication to support teachers', parents', and students' accurate interpretation of the ISR. For example, training on the ISR could be integrated into the teaching training webinar, training resources, and shared via various dissemination vehicles (e.g., the NCPAT webpage, at quarterly webinars, and other venues).

Responding to Test Coordinators' Concerns. Thirteen of 14 test coordinators (92.9%) reported that NCDPI effectively communicated important information and updates, and all fourteen test coordinators (100%) reported effectively communicating with their regional accountability coordinator. Comparatively, only 10 of 14 (71%) agreed that their suggestions about the NC Interims "are heard and taken seriously by NCDPI." NCDPI may want to explore why this may be and how to improve test coordinators' perceptions of NCDPI's responsiveness to school-based concerns and suggestions.

[1] Percentages do not always total 100 due to rounding.

Summary of Findings

Preparation (Q5–6, 21)

- All 16 test coordinators (100%) reported that they felt at least moderately prepared to support teachers' administration of the NC Interims. Thirteen of 16 (81.3%) reported feeling "mostly" or "very" prepared.
- Eleven of 14 test coordinators (78.6%) felt at least "moderately" prepared to support school staff members' interpretation and use of reports.

NC Interims Administration Scripts (Q7–9)

- Ten of 16 test coordinators (62.5%) reported that their district ***does not*** provide a script for teachers to use when administering the NC Interims. Of the six districts that reported providing a script, half require that teachers use the script and the other half provide the script as an optional resource for teachers.
- Thirteen of 15 test coordinators (81.3%) reported that they would prefer that teachers read administration instructions directly from a script.
- Recommendation: Consider developing script associated with the NC Interims (NC Check-Ins 2.0) for teachers participating in the pilot, as results suggest both test coordinators and teachers prefer a script. Additionally, consider alternative ways of formally communicating when the script becomes available, and formally addressing questions from test coordinators on the intended purpose and uses of the script (e.g., clarifying whether use of the script is required or an individual PSU's decision).

Item Security (Q10)

- Fifteen of fifteen test coordinators (100%) reported that questions on the NC Interims were at least moderately secure and confidential. Thirteen of fifteen (86.7%) reported that the interim items were "mostly" or "very" secure and confidential. Findings suggest that the integrity of the items and interim results are high.

Ease and Efficacy of Administration (Q11–13)

- Fifteen of 15 test coordinators (100%) reported that the NC Interims were easy for teachers to administer.
- Only one of 15 test coordinators (6.7%) reported experiencing "major problems" when supporting administration of the NC Interims in 2021–2022. The technology issue had to do with students getting "kicked out" of the test during administration. The major non-technology issue that emerged was that teachers occasionally administered the old NC Check-In assessment instead of the new NC Interim (i.e., they selected the wrong test to administer in the NC Test platform).

- Recommendation: If possible, remove the old NC Check-Ins as a selection option in the NC Test platform for teachers who participate in the pilot in select grades/subjects.

Alignment of Mathematics Interims (Q15a)

- Fourteen of 14 of test coordinators (100%) reported that the NC Interims at least "moderately" reflected standards previously taught in mathematics. About 67% reported that items on the interims were "mostly" or "highly" aligned to the taught curriculum. Results corroborate teachers' reported perceptions of alignment as reported on the teacher survey. Specifically, well over 80% of teachers (N=104) reported that at least 50% of items on all three interim assessments reflected the taught curriculum.

Alignment of Reading Interims (Q15b)

- Thirteen of 14 test coordinators (91.6%) reported that the NC Interims at least "moderately" reflected standards previously taught in reading. Twelve of 14 test coordinators (83.3%) reported that items on the interims were "mostly" or "highly" aligned to the taught curriculum. Results corroborate teachers' reported perceptions of alignment as indicated on the teacher survey. Specifically, well over 90% of teachers (N=95) reported that at least 50% of items on all three interim assessments reflected the taught curriculum.

Quality of NC Interim Items (Q16)

- Fourteen of 14 test coordinators (100%) reported that the items on the NC Interims reflected moderate to very high levels of quality. This is consistent with teachers results. Specifically, 93.7% of mathematics teachers (N=109) and 94.2% of reading teachers (N=103) reported that items on the NC Interims reflected moderate to very high levels of quality.

Range of Difficulty Across NC Interim Items (Q17)

- Fourteen of 14 test coordinators (100%) reported that items on the NC Interims represented a range of difficulty levels. This is consistent with teacher results. Specifically, 99.1% of mathematics teachers (N=109) and 91.2% of reading teachers (N=103) reported that items on the NC Interims represented a range of difficulty levels.

Usefulness of Class Item Reports (Q22-23)

- Fourteen of 14 test coordinators (100%) reported that the class item report is useful for supporting classroom instructional decisions. This compares to 85.3% of teachers (N=157) who reported that the class item report is useful for supporting classroom instructional decisions.

The table below presents the primary ways in which test coordinators perceived teachers using the class item report against teachers reported perceptions. The top three ways that test coordinators perceived teachers using the class item report include: (1) providing targeted support to students who are struggling (87.5%), (2) identifying common misconceptions that require reteaching (81.3%), and (3) grouping students for instruction (42.5%). *Interestingly, substantially fewer teachers (42.5%) reported using the class item report to group students for instruction.* Rather, teachers were more likely to report using the class item report to identify misconceptions (66.3%) and provide support to struggling students (54.4%). These latter two categories matched test coordinators' perceptions of teacher use. Additional feedback and recommendations for improving the class item report is available in the Friday Institute's report, *Innovative Assessments: Class Item Report and Cognitive Labs* (Winn, Davis, and Meral, 2022).[2]

Perceived Use of Class Item Reports (Select top 3)	Test Coordinators	Teachers
Provide targeted support to students who are struggling	87.5%	54.4%
Identify common misconceptions that require reteaching	81.3%	66.3%
Group students for instruction	81.3%	42.5%
Identify students needing more intensive support (e.g., MTSS Tier 2/3)	62.5%	48.8%
Provide acceleration activities for students who demonstrate mastery	56.5%	12.5%
Other	6.3%	4.4%

Frequency of Use (Q24-26)

- Ten of 14 test coordinators (71.4%) reported that they reviewed the NC Interim reports with both school administrators and instructional coaches, or lead teachers, at least once after each administration. Two of 14 (14.3%) reported rarely or never reporting results to school administrators.
- Nine of 14 (56.3%) reviewed reports with teachers at least once after each administration.

Timeliness of Reports (Q27)

- Fourteen of 14 test coordinators (100%) reported that reports are timely, compared to 95.5% of teachers.

Usefulness of the Individual Student Report (Q28)

- Twelve of 14 test coordinators (85.7%) reported that the individual student report was helpful for parents to understand their child's performance. This compares to 68.1% of teachers (N=154). Notably, 31.2% of teachers disagreed that the individual student report

[2] Winn, K., Davis, R., and Meral, C. (June, 2022). Innovative Assessment: Class Item Report and Cognitive Labs. Raleigh, NC: Friday Institute for Educational Innovation.

was helpful for parents. Teacher interviews suggested that some parents may misinterpret performance labels on the ISR, which progress from *approaching* to *satisfactory* along a continuum. For example, a parent may believe that their student is on track to grade-level proficiency when their score falls near the *approaching* label. However, a score near the *approaching* label means that a child is performing below, or well below, grade-level standards.

- Recommendation: The new ISR uses asset-based language (e.g., *approaching standards* vs. *below proficient*), which may not be accurately interpreted by parents and teachers. NCDPI may consider how to design and disseminate training to support more accurate interpretation of the ISR among parents, as well as accurate interpretation and use of the report among teachers. For example, NCDPI could schedule training on the ISR during quarterly webinars, provide web-based resources, or integrate additional training on ISR interpretation and use in the teacher webinar.

Training to Administer and Use NC Interims (Q29)

- Twelve of 14 test coordinators (85.7%) completed the 30-minute online training webinar. Of the 12, nine test coordinators (75%) reported that it was moderately to very helpful for supporting the use of the NC Interims. This compares to 73.2% of teachers (N=123) who completed the training and found it to be at least moderately helpful (32 of 155 teachers reported not completing the training).
- Recommendation. About 25% of test coordinators and teachers found the training webinar to be only *slightly helpful* or *not helpful at all* for its intended purpose of supporting the use of NC Interims' reporting tools. Among teachers, 26.9% reported that the webinar was only *slightly* helpful or *not helpful at all* for this purpose. Moreover, 14% of test coordinators (n=2) and 20.6% of teachers (n=32) reported that they did not complete the training webinar. Results from both surveys suggest that improvements to the training webinar and/or supplemental materials may be warranted to improve interpretation and use of reporting tools. Additionally, NCDPI may consider gathering additional feedback from test coordinators and pilot teachers to determine whether more comprehensive training would be helpful and, if so, how the training should be designed (e.g., content, delivery modes). NCDPI is poised to learn more next year, after the more comprehensive online training modules are released and feedback is collected about the usefulness of these modules.

Familiarity and Helpfulness of Teacher Handbook (Q30a-b, Q31a-b)

- Fourteen of 14 test coordinators (100%), and 80.6% of teachers (N=154), reported being at least *moderately familiar* with the NC Interims Teacher Handbook. Moreover, 13 of 14 test coordinators (92.8%) reported that the handbook was at least *moderately helpful* in supporting administration of the NC Interims.

- Notably, 12 of 14 test coordinators (85.7%) reported being *very familiar* with the teacher handbook, while only 33.8% of teachers (52 of 154) reported this same level of familiarity. Moreover, 19.5% of teachers reported being only *slightly familiar* or *not familiar at all* with the teacher handbook.
- Ten of 14 test coordinators (71.5%), and 58.4% of teachers (N=154), reported being at least *moderately familiar* with the NCPAT webpage. Similarly, ten of 14 test coordinators (71.5%) reported that the webpage was at least moderately helpful in supporting the administration of the NC Interims. Conversely, 41.6% of teachers reported being *slightly familiar* or *not familiar at all* with the webpage.
- Recommendation: A substantially higher percentage of test coordinators reported being familiar with the teacher handbook and NCPAT webpage vs. teachers. Moreover, teachers' reported level of familiarity with the NCPAT website and NC Interims Teacher Handbook may be lower than ideal. NCDPI may consider alternative methods for communicating NCPAT tools and supports (e.g., the teacher handbook) available to schools. For example, NCDPI could use the quarterly webinars, outreach presentations, and PSU coordinator meetings to showcase the resources and suggest strategies for increasing teachers' use of the resources. Additionally, NCDPI may consider working with test coordinators to develop strategies for increasing teachers' familiarity with these and other NCPAT resources.

Overall Usefulness of NC Interims (Q32)

- Fourteen of 14 test coordinators (100%) reported that the NC Interims were at least "moderately" useful when compared to other interim assessments for informing instruction. Ten of 14 (71.5%) reported that the NC Interims were "very" useful as compared to other interim assessments. Comparatively, 82.7% of teachers (N=156) reported that the NC Interims were at least "moderately" useful compared to other interims they had used in the past. Findings suggest that the vast majority of pilot schools and participants find the NC Interims useful for informing instruction.

NCDPI Support to Test Coordinators (Q33a-d)

- At least 13 of 14 test coordinators (92.9%) "agreed" or "strongly agreed" that NCDPI effectively communicates important information and updates to the test coordinators. Additionally, all 14 test coordinators (100%) reported that the NCPAT webinars are an effective way of communicating updates.
- Ten of 14 test coordinators (71.5%) reported that they felt their suggestions about the NC Interims are heard and taken seriously by NCDPI (three test coordinators reported "neutral;" one reported "disagree").
- Fourteen of 14 test coordinators (100%) reported that their regional accountability coordinator provided important information and updates.

- Results suggest that, overall, NCDPI is effectively communicating with pilot schools and participants and providing helpful implementation support to test coordinators.
- Recommendation: Consider asking test coordinators to comment on their perceptions of NCDPI's responsiveness to school-based concerns, and act swiftly to address specific concerns. This could be done during monthly webinars as well as more formal data collection activities such as focus groups and surveys. By intentionally inviting test coordinators to voice their concerns, and by addressing these concerns swiftly and satisfactorily, NCDPI can build the overall strong collaboration and trust they have established thus far with pilot schools.

Appendix A
Spring 2022 Public School Unit Test Coordinator Survey Results

Demographics

A total of 16 test coordinators from 12 public school units and 4 charter schools responded to the survey.[3] Of the 16 respondents, 10 identified as PSU administrators (62.5%), four as test coordinators (25%), and two as another school leadership role (12.5).

Please select the category that best describes your *primary* role in the public school unit (PSU)

Role	Number	Percent
PSU Administrator	10	62.5
PSU Test Coordinator	4	25.0
Other (e.g., School Leader, Instructional Coach)	2	12.5

Two of 16 respondents were new to the test coordinator role in 2021–2022 (12.5%). Seven respondents had between two and five years of experience serving in the test coordinator role (43.8%); three had between six and 10 years of experience (18.7%); and 4 had over 10 years of experience (25%).

Years working as a test coordinator in this PSU

Years of Teaching Experience	Number	Percent
Less than one year	2	12.5
2–5 years	7	43.8
6–10 years	3	18.7
Over 10 years	4	25.0
Total	16	100

Twelve of 16 respondents worked in PSUs that fully participated in the IADA pilot in all eligible grades and subjects in 2021–2022 (i.e., grade 4 and 7 mathematics and reading; 75%). Two respondents worked in PSUs that participated in the IADA pilot in grade 4 only (12.5%), and two additional respondents worked in PSUs that participated in the IADA pilot in grade 4 mathematics and grade 7 reading (12.5%).

Subjects and grades in which NC Interims were administered in the PSU

Primary Grade-Level	Number	Percent
Grade 4 Mathematics and Reading	2	12.5
Grade 4 Mathematics and Grade 7 Reading	2	12.5
Grade 4 and 7 Mathematics and Reading	12	75.0

[3] Not all test coordinators responded to every item. Item-level summaries include the total number of test coordinators who responded to each item.

NC Interims

Q5. Overall, how prepared did you feel to support teachers' administration of the NC Interims?

		Frequency	Valid Percent
Valid	Moderately prepared	3	18.8
	Mostly prepared	3	18.8
	Very prepared	10	62.5
	Total	16	100.0

Q6. How prepared did you feel to support consistent administration of the NC Interims in the pilot schools?

		Frequency	Valid Percent
Valid	Moderately prepared	4	25.0
	Mostly prepared	2	12.5
	Very prepared	10	62.5
	Total	16	100.0

Q7. Does your district provide a script for teachers to use when administering an NC Interim?

		Frequency	Valid Percent
Valid	No	10	62.5
	Yes	6	37.5
	Total	16	100.0

Q8. Does your district require teachers to read directly from a script when administering the NC Interims?

		Frequency	Valid Percent
Valid	No, the script is optional	3	50.0
	Yes	3	50.0
	Total	6	100.0
Missing	System	10	
Total		16	

Q9. Would you prefer that teachers read administration instructions directly from a script?

		Frequency	Valid Percent
Valid	No	1	6.7
	Yes	13	86.7
	Neither. I prefer an alternative procedure.	1	6.7
	Total	15	100.0
Missing	System	1	
Total		16	

Q10. How secure and confidential are the NCPAT questions in your school?

		Frequency	Valid Percent
Valid	Moderately secure	2	13.3
	Mostly secure	1	6.7
	Very secure	12	80.0
	Total	15	100.0
Missing	System	1	
Total		16	

Q11. Compared to other interims, how easy was it for teachers to administer the NC Interims?

		Frequency	Valid Percent
Valid	Mostly easy	6	40.0
	Very easy	9	60.0
	Total	15	100.0
Missing	System	1	
Total		16	

Q12. Did schools experience any major technology-related problems?

		Frequency	Valid Percent
Valid	No	14	93.3
	Yes	1	6.7
	Total	15	100.0
Missing	System	1	
Total		16	

Q13. Did schools experience any major non-technology-related problems?

		Frequency	Valid Percent
Valid	No	14	93.3
	Yes	1	6.7
	Total	15	100.0
Missing	System	1	
Total		16	

Q14. Did your schools administer the NC Interims in order?

		Frequency	Valid Percent
Valid	Yes	15	100.0
Missing	System	1	
Total		16	

15a. On the Mathematics interims, to what extent did questions reflect (or align with) standards previously taught?

		Grade 4		Grade 7	
		Frequency	Valid Percent	Frequency	Valid Percent
Valid	Moderately aligned	5	35.7	4	33.3
	Mostly aligned	7	50.0	6	50.0
	Highly aligned	2	14.3	2	16.7
	Total	14	100.0	12	100.0
Missing	System	2		4	
Total		16		16	

15b. On the Reading interims, to what extent did questions reflect (or align with) standards previously taught?

		Grade 4		Grade 7	
		Frequency	Valid Percent	Frequency	Valid Percent
Valid	Mostly not aligned	1	7.1	1	8.3
	Moderately aligned	1	7.1	1	8.3
	Mostly aligned	7	50.0	7	58.3
	Highly aligned	5	35.7	3	25.0
	Total	14	100.0	12	100.0
Missing	System	2		4	
Total		16		16	

Q16. How would you rate the overall quality of the questions in the NC Interims?

		Frequency	Valid Percent
Valid	Moderately high	2	14.3
	Mostly high	7	50.0
	Very high	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q17. To what extent did the interim questions represent a range of difficulty levels?

		Frequency	Valid Percent
Valid	To a limited extent	2	14.3
	To a moderate extent	5	35.7
	To a great extent	7	50.0
	Total	14	100.0
Missing	System	2	
Total		16	

Q20. Considering the purpose of the NC Interims, how will the results be used in your public school unit (List up to 3)?

	Frequency	Valid Percent
Support classroom instruction	14	87.5
Monitor school improvement efforts	11	68.8
Support placement decisions (e.g., gifted, special programs)	5	31.3
Other	1	6.3
Evaluate teachers	0	0.0
Hold schools accountable	0	0.0

Q21. How prepared did you feel to support school staff members' interpretation and use of reports?

		Frequency	Valid Percent
Valid	Slightly prepared	3	21.4
	Moderately prepared	4	28.6
	Very prepared	7	50.0
	Total	14	100.0
Missing	System	2	
Total		16	

Q22. How useful is the class item report for supporting classroom instructional decisions?

		Frequency	Valid Percent
Valid	Moderately useful	1	7.1
	Useful	3	21.4
	Very useful	10	71.4
	Total	14	100.0
Missing	System	2	
Total		16	

Q23. What are the primary ways in which teachers use the NC Interim class item report? (Select your top three)

	Frequency	Valid Percent
Provide targeted support to students who are struggling	14	87.5
Identify common misconceptions that require reteaching	13	81.3
Group students for instruction	13	81.3
Identify students who need more intensive instructional support (e.g., tier 2/3 support)	10	62.5
Provide acceleration activities for students who demonstrate mastery	9	56.3
Using the report to support teacher-student conversations about future learning goals	8	50.0
Other	1	6.3

Q24. How frequently do you review the NC Interim reports with school administrators?

		Frequency	Valid Percent
Valid	I rarely or never review reports with school administrators	2	14.3
	One or two times per year	2	14.3
	Once after administering each NC Interim	5	35.7
	More than once after administering each NC Interim	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q25. How frequently do you review the NC Interim reports with instructional coaches/lead teachers?

		Frequency	Valid Percent
Valid	I rarely or never review reports with school administrators	3	21.4
	One or two times per year	1	7.1
	Once after administering each NC Interim	5	35.7
	More than once after administering each NC Interim	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q26. How frequently do you review the NC Interim reports with classroom teachers?

		Frequency	Valid Percent
Valid	I rarely or never review reports with school administrators	4	28.6
	One or two times per year	1	7.1
	Once after administering each NC Interim	4	28.6
	More than once after administering each NC Interim	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q27. How timely are the reports?

		Frequency	Valid Percent
Valid	Mostly timely	2	14.3
	Very timely	12	85.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q28. How helpful is the individual student report for parents to understand their child's performance?

		Frequency	Valid Percent
Valid	Not helpful at all	1	7.1
	Slightly helpful	1	7.1
	Moderately helpful	2	14.3
	Helpful	5	35.7
	Very helpful	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q29. How helpful was the 30-minute online training course for supporting the use of reporting tools?

		Frequency	Valid Percent	Valid Percent*
Valid	Not helpful at all	1	7.1	8.3
	Slightly helpful	2	14.3	16.7
	Moderately helpful	3	21.4	25.0
	Helpful	4	28.6	33.3
	Very helpful	2	14.3	16.7
	I did not complete this training	2	14.3	
	Total	14	100.0	100.0 (N=12)
Missing	System	2		
Total		16		

*Includes only test coordinators who reported that they completed the training.

Q30a. How familiar are you with the NC Interim Teacher's Handbook?

		Frequency	Valid Percent
Valid	Moderately familiar	1	7.1
	Mostly familiar	1	7.1
	Very familiar	12	85.7
	Total	14	100.0
Missing	System	2	
Total		16	

Q30b. How familiar are you with the NCPAT webpage?

		Frequency	Valid Percent
Valid	Not familiar at all	1	7.1
	Slightly familiar	3	21.4
	Mostly familiar	2	14.3
	Very familiar	8	57.1
	Total	14	100.0
Missing	System	2	
Total		16	

Q31a. How helpful was the NC Interim Teacher's Handbook in supporting administration of the NC Interims?

		Frequency	Valid Percent
Valid	Slightly helpful	1	7.1
	Moderately helpful	3	21.4
	Helpful	3	21.4
	Very helpful	7	50.0
	Total	14	100.0
Missing	System	2	
Total		16	

Q31b. How helpful was the NCPAT webpage in supporting administration of the NC Interims?

		Frequency	Valid Percent
Valid	Not helpful at all	1	7.1
	Slightly helpful	3	21.4
	Moderately helpful	2	14.3
	Helpful	4	28.6
	Very helpful	4	28.6
	Total	14	100.0
Missing	System	2	
Total		16	

Q32. Compared to other interims, how would you rate the usefulness of the NC Interims for informing instruction?

		Frequency	Valid Percent
Valid	Moderately useful	1	7.1
	Useful	3	21.4
	Very useful	10	71.4
	Total	14	100.0
Missing	System	2	
Total		16	

Q33a. NCDPI effectively communicates important information and updates

		Frequency	Valid Percent
Valid	Disagree	1	7.1
	Agree	6	42.9
	Strongly agree	7	50.0
	Total	14	100.0
Missing	System	2	
Total		16	

Q33b. The NCPAT webinars are an effective way of communicating important information and updates to pilot schools.

		Frequency	Valid Percent
Valid	Agree	9	64.3
	Strongly agree	5	35.7
	Total	14	100.0
Missing	System	2	
Total		16	

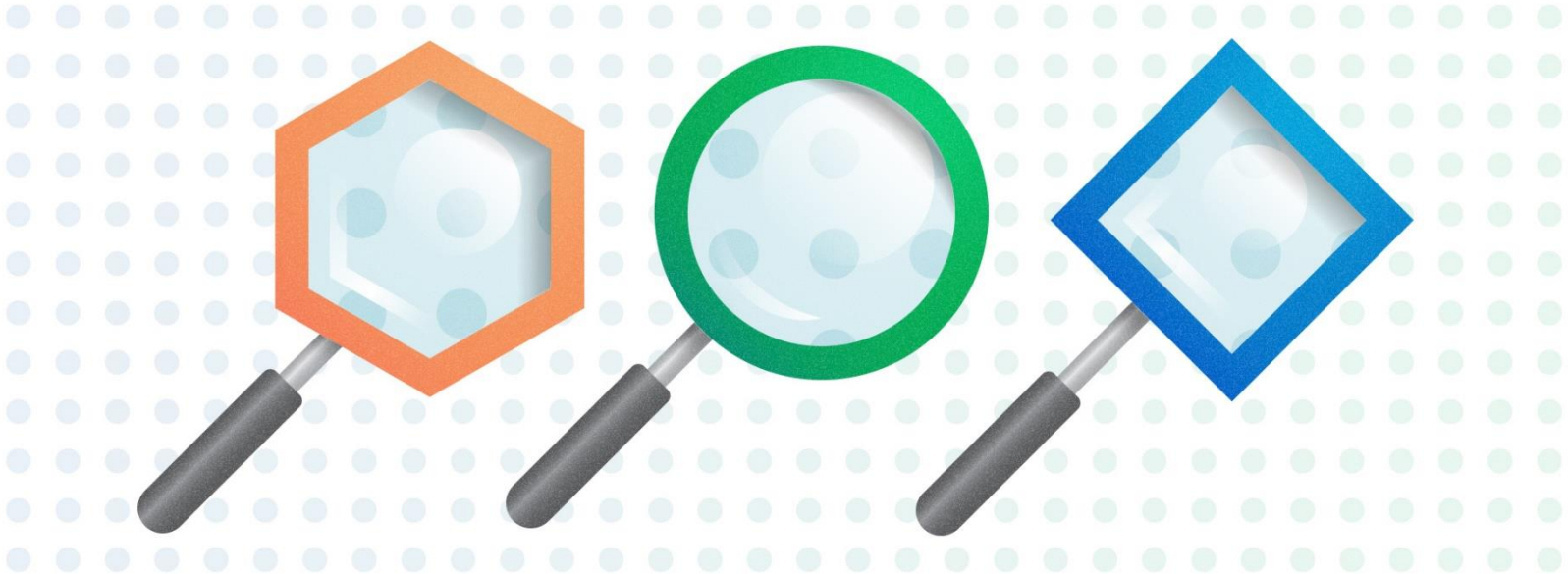
Q33c. I feel that my suggestions about the NC Interims are heard and taken seriously by NCDPI.

		Frequency	Valid Percent
Valid	Disagree	1	7.1
	Neutral	3	21.4
	Agree	4	28.6
	Strongly agree	6	42.9
	Total	14	100.0
Missing	System	2	
Total		16	

Q33d. My regional accountability coordinator provides important information and updates.

		Frequency	Valid Percent
Valid	Agree	2	14.3
	Strongly agree	12	85.7
	Total	14	100.0
Missing	System	2	
Total		16	

Exhibit I-05: Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Teacher Survey Findings (August 2022)



NORTH CAROLINA IADA: SPRING 2022 TEACHER SURVEY FINDINGS

August 2022

W. Christopher Brandt

Center for Assessment

Center for Assessment

National Center for the Improvement
of Educational Assessment
Dover, New Hampshire

Table of Contents

Executive Summary

In Spring 2022, the North Carolina Department of Public Instruction (NCDPI) administered a survey to teachers who participated in the Innovative Assessment Demonstration Authority pilot, as approved by the U.S. Department of Education, during the 2021–2022 school year. The survey was designed to elicit feedback on teachers' perceptions of the NC Interims. A total of 160 teachers from 62 pilot schools across 14 public school units (PSU) responded to the survey. Sample demographics and item-level frequencies are included in Appendix A. Results will be used to improve the implementation of the NC Check-Ins 2.0 (formerly NC Interims) beginning in Fall 2022. The survey will include more teachers and grade levels in future years, as NCDPI continues to expand the NC Interims across grades 3–8.

Overall, teachers from the pilot PSUs reported high levels of satisfaction with the NC Interims. Over 80% of teachers reported feeling prepared to administer the NC Interims. Nearly 100% of teachers reported that the NC Interims were easy to administer, and less than 15% reported experiencing problems as students took the assessments. Problems that did occur tended to be local technology-related issues within the PSU or school (e.g., students unable to log into the assessment, students getting kicked out). In both reading and mathematics, well over 80% of teachers reported that most items on the NC Interims reflected grade-level standards previously taught. Over 95% reported that interim results were timely, and over 85% indicated that reporting tools were useful for supporting classroom instruction.

Of concern, 20.6% of teachers reported *not completing* the 30-minute training webinar. Among teachers who completed the webinar, 26.9% reported that the 30-minute training webinar was either *not helpful* or *only slightly helpful*, suggesting that improvements or supplemental materials may be warranted. Additionally, NCDPI may consider gathering additional feedback from pilot teachers to determine whether comprehensive training would be helpful to teachers and, if so, how the training should be designed (e.g., content, delivery modes). NCDPI is poised to learn more next year, after a series of more comprehensive online training modules are released and feedback is collected about the usefulness of these modules.

Additionally, 68.1% of teachers reported that the individual student report (ISR) was helpful for parents to understand their child's performance; however, 31.8% disagreed. The new ISR uses asset-based language (e.g., *approaching standards* vs. *below proficient*), which may not be accurately interpreted by end users. NCDPI may consider developing training and communication to support teachers', parents', and students' accurate interpretation of the ISR. Finally, nearly 20% of teachers reported being *slightly familiar* or *not familiar at all* with the NC Interims Teacher Handbook, and 41.6% reported being *slightly familiar* or *not familiar at all* with the NCPAT webpage. Given these levels of unfamiliarity with NCPAT resources, NCDPI may consider alternative methods for communicating NCPAT tools and supports (e.g., the teacher handbook) available to schools.

Summary of Findings

Preparation (Q9)

- 89.4% of teachers reported feeling at least "moderately" prepared to administer the NC Interims.

NC Interims Administration Scripts (Q10–13)

- 63.1% of teachers read from a script when administering NC Interims.
- 75% of teachers would prefer to read administration instructions directly from a script.
- Recommendation: Consider updating the script associated with the NC Check-Ins for teachers participating in the pilot, as results suggest that most teachers prefer reading administration instructions from a script. Additionally, consider alternative ways of communicating when the script becomes available and specifying requirements for use (e.g., clarifying whether use of the script is required or an individual PSU's decision).

Item Security (Q14)

- 98.8% of teachers indicated that questions on the NC Interims remained secure and confidential.

Ease and Efficacy of Administration (Q15, Q16–17a–b)

- 98.2% of teachers reported that the NC Interims were easy to administer to students compared to other interim assessments they have used in the past.
- 85.6% of teachers reported that they ***did not*** experience any ***"major technology-related problems"*** when administering the NC Interims in 2021–2022. The 14.4% (n=23) of teachers who reported problems noted slow internet connection (e.g., assessment locking up, students getting kicked out of the assessment, questions not loading properly), inability to log in and access the assessment, and technology-enhanced items not working properly. Additionally, district test coordinators reported that some teachers selected the old NC Check-In assessment instead of the new NC Interim (i.e., they selected the wrong test to administer in the NC Test Platform).
- 97.5% of teachers reported that they ***did not*** experience any ***"major non-technology-related problems"*** when administering the NC Interims in 2021–2022. The 2.5% (n=4) of teachers who reported problems noted that absences and COVID-related quarantines during the test window were the major reasons preventing students from completing an assessment.
- Recommendation: If one is not already available, consider developing, disseminating, and training teachers to use a readiness checklist. The checklist would provide minimum school requirements related to computers, technology hardware, wifi bandwidth, router

requirements, and other specifications needed to ensure a smooth implementation of the NC Interims.

- Recommendation: If possible, remove the old NC Check-Ins as a selection option in the NC Test platform for teachers who participate in the pilot in select grades/subjects. Doing this would prevent teachers from mistakenly administering the older version of the NC Interim assessment (i.e., the original Check-In assessment).

Quality of Mathematics Interims (Q18a–20a)

- Between 81.7 and 88.4% of mathematics teachers, or over four of five, reported that items on the NC Interims reflected at least 50% of standards previously taught. Between 52.9 and 72.8% of teachers (on Interim 1 and 3, respectively) reported that at least 75% or "nearly all" items on the interim reflected standards previously taught. Results suggest that the NC Interims - Mathematics are aligned with most districts' curriculum and pacing schedules.
    - 81.7% of teachers indicated that 50% or more of the items on the first interim assessment reflected standards previously taught.
    - 88.4% of teachers indicated that 50% or more of the items on the second interim assessment reflected standards previously taught.
    - 87.4% of teachers indicated that 50% or more of the items on the third interim assessment reflected standards previously taught.
- 93.7% of mathematics teachers reported that items on the NC Interims reflected moderate to very high levels of quality.
- 99.1% of mathematics teachers reported that items on the NC Interims represented a range of difficulty levels.

Quality of Reading Interims (Q18b–20b)

- Between 93.7 and 97.9% of reading teachers reported that items on the NC Interims reflected at least 50% of standards previously taught. Between 62.1 and 85% of reading teachers (on Interim 1 and 3, respectively) reported that at least 75% or "nearly all" items on the interim reflected standards previously taught. Results suggest that items on the NC Interims - Reading are aligned with most districts' curriculum and pacing schedules. Additionally, the higher perceptions of alignment among reading teachers vs. mathematics teachers may reflect the spiraling nature of reading standards.
    - 93.7% of teachers indicated that 50% or more of the items on the first interim assessment reflected standards previously taught.
    - 97.9% of teachers indicated that 50% or more of the items on the second interim assessment reflected standards previously taught.
    - 97.5% of teachers indicated that 50% or more of the items on the third interim assessment reflected standards previously taught.

- 94.2% of reading teachers reported that items on the NC Interims reflected moderate to very high levels of quality.
- 91.2% of reading teachers reported that items on the NC Interims represented a moderate to very high range of difficulty levels.

Usefulness of Class Item Reports (CIRs) (Q21–27)

- 85.3% of teachers reported that the class item report is useful for supporting classroom instructional decisions.
- The primary ways in which teachers reported using the class item reports was to identify common misconceptions requiring reteaching (64%), providing targeted support to struggling students (52%), and identifying students who need more intensive support (47%). Notably, 41% (well less than half) of teachers reported using the class item reports to group students for instruction.
- About two of three teachers (67.3%) review the class item reports from 1–3 times after administering an interim resource. 26.3% reported reviewing the CIR more than three times.
- Most teachers "always or almost always" review results with their school administrator, other teachers, and students.
    - 62.1% of teachers reviewed results with *other colleagues (*teachers, instructional coaches) "always" or "almost always." 82.1% reported doing so at least "sometimes."
    - 53.2% of teachers reported "always" or "almost always" reviewing results with a *school administrator.* 70.5% of teachers reported doing so at least "sometimes."
    - 23.7% of teachers reported "always" or "almost always" reviewing results with *parents.* 55.1% reported doing so "sometimes."
    - 64.7% of teachers reported "always" or "almost always" reviewing results with *students.* 87.8% of teachers reported doing so at least "sometimes."

Additional feedback and recommendations for improving the class item report is available in the Friday Institute's report, *Innovative Assessments: Class Item Report and Cognitive Labs* (Winn, Davis, and Meral, 2022).[1]

[1] Winn, K., Davis, R., and Meral, C. (June, 2022). Innovative Assessment: Class Item Report and Cognitive Labs. Raleigh, NC: Friday Institute for Educational Innovation.

Timeliness of Reports (Q28)

- 95.5% of teachers reported that reports are timely.

Usefulness of the Individual Student Report (Q29)

- 68.1% of teachers reported that the individual student report (ISR) was helpful for parents to understand their child's performance. Notably, 31.2% disagreed. Teacher interviews suggested that some parents may misinterpret performance labels on the ISR, which progress from *approaching* to *satisfactory* along a continuum. For example, a parent may believe that their student is on track to grade-level proficiency when their score falls near the *approaching* label. However, in reality, a score near the *approaching* label means that a child is performing below, or well below, grade-level standards.
- Recommendation: The new ISR uses asset-based language (e.g., *approaching standards* vs. *below proficient*), which may not be accurately interpreted by parents and teachers. NCDPI may consider how to design and disseminate training to support more accurate interpretation of the ISR among parents, as well as accurate interpretation and use of the report among teachers. For example, NCDPI could schedule training on the ISR during quarterly webinars, provide web-based resources, or integrate additional training on ISR interpretation and use in the teacher webinar.

Training to Administer and Use NC Interims (Q30)

- 20.6% of pilot teachers reported ***not completing*** the 30-minute online training webinar, suggesting that NCDPI may want to consider strategies to encourage more pilot teachers to watch the webinar.
- Of those who completed it, 73.2% found it to be at least moderately helpful for supporting the use of reporting tools. However, 26.9% reported that it was only slightly helpful, or not helpful at all.
- Recommendation: Over one in four teachers reported that the 30-minute training webinar was either *not helpful* or *only slightly helpful*, suggesting that improvements or supplemental materials may be warranted. Additionally, NCDPI may want to consider gathering additional feedback from pilot teachers to determine whether comprehensive training would be helpful to teachers and, if so, how the training should be designed (e.g., content, delivery modes). NCDPI is poised to learn more next year, after the more comprehensive online training modules are released and feedback is collected about the usefulness of these modules.

Familiarity with Resources to Support the Use of the NC Interims (Q31-32)

- 58.4% of teachers reported being at least *moderately familiar* with the NCPAT webpage. However, 41.6% reported being *slightly familiar* or *not familiar at all* with the webpage.

- 80.6% of teachers reported being at least moderately familiar with the NC Interims Teacher Handbook, while 19.5%[2] reported being *slightly familiar* or *not familiar at all* with the handbook.
- Recommendation: Teachers' reported level of familiarity with the NCPAT website and NC Interims Teacher Handbook may be lower than ideal. NCDPI may consider alternative methods for communicating NCPAT tools and supports (e.g., the teacher handbook) available to schools. For example, NCDPI could use the quarterly webinars, outreach presentations, and PSU coordinator meetings to showcase the resources and suggest strategies for increasing teachers' use of the resources. NCDPI may also consider posting links on the website so that teachers can access the teacher handbook, sample class reports, and other important resources directly from the website. Doing this may also improve the utility of the website and, in turn, improve awareness of the website and the pilot program.

Overall Usefulness of the NC Interims (Q33)

- 82.7% of teachers reported that the NC Interims were at least "moderately" useful as compared to other interim assessments used in the past. This finding corroborates other survey items suggesting that most (over four out of five) pilot teachers (1) are using assessment reports and (2) finding them useful for instructional purposes.

[2] Total percentages exceed 100 due to rounding.

Appendix A
Spring 2022 Teacher Survey Results

Demographics

A total of 160 respondents from 14 districts and 62 schools responded to the survey.[3] Of the 160 respondents, 155 identified as teachers, three as instructional coaches, one as student support, and one as an assistant principal. Ninety-seven (61%) primarily taught grade 4 students and 63 (39%) primarily taught grade 7 students. Additionally, about one-third of teachers primarily taught either mathematics (34%) or reading (31%), and slightly over one-third taught both subjects (35%).

Teacher sample by subject and grade

	Focal Subject Area				
Primary Grade-Level	**Mathematics**	**Reading**	**Mathematics and Reading**	**Number**	**Percent**
4	28	21	48	97	60.6
7	26	28	9	63	39.4
Number	54	49	57	160	
Percent	33.8	30.6	35.6		100

A majority of teacher respondents (51%) had over ten years of experience teaching in North Carolina. Twenty-nine percent had between one and five years of experience, and the remaining 20 percent had between six and ten years of experience.

Years of teaching experience in North Carolina

Years of Teaching Experience	Number	Percent
Less than one year	12	7.5
2–5 years	35	21.9
6–10 years	31	19.4
Over 10 years	82	51.3
Total	160	100

Almost 95% of teacher respondents reported administering the NC Interims two or three times during the 2021–2022 school year

Number of times teachers reported administering the NC Interims in 2021–2022

Administration Frequency	Number	Percent
One time	9	5.6
Two times	19	11.9
Three times	132	82.5
Total	160	100

[3] Not all teachers responded to every item. Item-level summaries include the total number of teachers who responded to each item.

NC Interims

9. How prepared did you feel to administer the NC Interims before assessment administration began?

		Frequency	Valid Percent
Valid	Not prepared	3	1.9
	Slightly prepared	14	8.8
	Moderately prepared	32	20.0
	Mostly prepared	58	36.3
	Very prepared	53	33.1
	Total	160	100.0

10. During this school year, did you ever read from a script when administering an NC Interim?

		Frequency	Valid Percent
Valid	No	59	36.9
	Yes	101	63.1
	Total	160	100.0

11. Does your school district provide you with a script to use when administering the NC Interims?

		Frequency	Valid Percent
Valid	No	47	29.4
	Yes	101	63.1
	I don't know	12	7.5
	Total	160	100.0

12. Does your district require you to read directly from a script when administering the NC Interims?

		Frequency	Valid Percent
Valid	No. The script is optional.	25	22.1
	Yes	70	61.9
	I don't know	18	15.9
	Total	113	100.0
Missing	System	47	
Total		160	

13a. When administering an NC Interim, would you prefer to read administration instructions directly from a script?

		Frequency	Valid Percent
Valid	No	36	22.5
	Yes	120	75.0
	Neither (please explain)	4	2.5
	Total	160	100.0

14. Generally, how secure and confidential are the NCPAT questions in your school?

		Frequency	Valid Percent
Valid	Not secure	1	.6
	Slightly secure	1	.6
	Moderately secure	4	2.5
	Mostly secure	15	9.4
	Very secure	139	86.9
	Total	160	100.0

15. Compared to other benchmark/interims (e.g., MAP, i-Ready), how easy was it for you to administer the NC Interims?

		Frequency	Valid Percent
Valid	Mostly difficult	3	1.9
	Moderately easy	26	16.3
	Mostly easy	51	31.9
	Very easy	80	50.0
	Total	160	100.0

16a. Did you experience any major technology-related problems?

		Frequency	Valid Percent
Valid	No	137	85.6
	Yes	23	14.4
	Total	160	100.0

17a. Did you experience any non-technology problems?

		Frequency	Valid Percent
Valid	No	156	97.5
	Yes	4	2.5
	Total	160	100.0

18a. On the Mathematics interims, to what extent did questions reflect standards previously taught?

		Interim 1		Interim 2		Interim 3	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Valid	Only a few	5	4.8	4	3.8	5	5.7
	About 25%	14	13.5	8	7.7	6	6.8
	About 50%	30	28.8	26	25.0	12	13.6
	About 75%	19	18.3	28	26.9	23	26.1
	Nearly all	36	34.6	38	36.5	42	47.7
	Total	104	100.0	104	100.0	88	100.0
Missing	System	56		56		72	
Total		160		160		160	

18b. On the Reading interims, to what extent did questions reflect standards previously taught?

		Interim 1		Interim 2		Interim 3	
		Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Valid	Only a few	2	2.1	1	1.1	1	1.3
	About 25%	4	4.2	1	1.1	1	1.3
	About 50%	30	31.6	17	17.9	10	12.5
	About 75%	22	23.2	38	40.0	20	25.0
	Nearly all	37	38.9	38	40.0	48	60.0
	Total	95	100.0	95	100.0	80	100.0
Missing	System	65		65		80	
Total		160		160		160	

19a. How would you rate the overall quality of the questions in the NC Interims - Mathematics?

		Frequency	Valid Percent
Valid	Very low	3	2.8
	Mostly low	4	3.7
	Moderately high	32	29.4
	Mostly high	49	45.0
	Very high	21	19.3
	Total	109	100.0
Missing	System	51	
Total		160	

19b. How would you rate the overall quality of the questions in the NC Interims - Reading?

		Frequency	Valid Percent
Valid	Very low	2	1.9
	Mostly low	4	3.9
	Moderately high	32	31.1
	Mostly high	44	42.7
	Very high	21	20.4
	Total	103	100.0
Missing	System	57	
Total		160	

20a. To what extent did the interim questions represent a range of difficulty levels - Mathematics?

		Frequency	Valid Percent
Valid	To a limited extent	1	.9
	To a moderate extent	50	45.9
	To a great extent	58	53.2
	Total	109	100.0
Missing	System	51	
Total		160	

20b. To what extent did the interim questions represent a range of difficulty levels - Reading?

		Frequency	Valid Percent
Valid	To a limited extent	9	8.7
	To a moderate extent	51	49.5
	To a great extent	43	41.7
	Total	103	100.0
Missing	System	57	
Total		160	

21. How useful is the class item report for supporting your classroom instructional decisions?

		Frequency	Valid Percent
Valid	Not very useful at all	6	3.8
	Slightly useful	17	10.8
	Moderately useful	20	12.7
	Mostly Useful	58	36.9
	Very useful	56	35.7
	Total	157	100.0
Missing	System	3	
Total		160	

22a. What are the primary ways in which you use the NC Interim class item report? (Select up to three)

		Frequency	Valid Percent
Valid	Identify common misconceptions that require reteaching	106	66.3
	Provide targeted support to students who are struggling	87	54.4
	Identify students who need more intensive instructional support (e.g., tier 2/3 support)	78	48.8
	Group students for instruction	68	42.5
	Use reports to support teacher-student conversations about future learning goals	39	24.4
	Provide targeted acceleration activities for students who demonstrate mastery	20	12.5
	Other	7	4.4

23. How often do you review the class item report after administering an NC Interim?

		Frequency	Valid Percent
Valid	Rarely or never	10	6.4
	One time	37	23.7
	2–3 times	68	43.6
	4–5 times	27	17.3
	More than 5 times	14	9.0
	Total	156	100.0
Missing	System	4	
Total		160	

24. How often do you review report results with other teachers or your instructional coach at least once after testing occurs?

		Frequency	Valid Percent
Valid	Almost never	8	5.1
	Rarely	20	12.8
	Sometimes	31	19.9
	Almost always	25	16.0
	Always	72	46.2
	Total	156	100.0
Missing	System	4	
Total		160	

25. To what extent do you review results with your school administrator(s)?

		Frequency	Valid Percent
Valid	Almost never	27	17.3
	Rarely	19	12.2
	Sometimes	27	17.3
	Almost always	28	17.9
	Always	55	35.3
	Total	156	100.0
Missing	System	4	
Total		160	

26. To what extent do you review results with parent using at least one report?

		Frequency	Valid Percent
Valid	Almost never	27	17.3
	Rarely	43	27.6
	Sometimes	49	31.4
	Almost always	14	9.0
	Always	23	14.7
	Total	156	100.0
Missing	System	4	
Total		160	

27. To what extent do you review results with students using at least one report?

		Frequency	Valid Percent
Valid	Almost never	9	5.8
	Rarely	10	6.4
	Sometimes	36	23.1
	Almost always	35	22.4
	Always	66	42.3
	Total	156	100.0
Missing	System	4	
Total		160	

28. How timely are the reports?

		Frequency	Valid Percent
Valid	Very untimely	2	1.3
	Mostly untimely	5	3.2
	Moderately timely	20	12.9
	Mostly timely	37	23.9
	Very timely	91	58.7
	Total	155	100.0
Missing	System	5	
Total		160	

29. How helpful is the individual student report for parents to understand their child's performance on the NC Interims?

		Frequency	Valid Percent
Valid	Not very helpful at all	25	16.2
	Slightly helpful	24	15.6
	Moderately helpful	47	30.5
	Helpful	37	24.0
	Very helpful	21	13.6
	Total	154	100.0
Missing	System	6	
Total		160	

30. How helpful was the 30-minute NC Interim online training course for supporting the use of reporting tools?

		Frequency	Valid Percent	Valid Percent*
Valid	Not very helpful at all	6	3.9	4.9
	Slightly helpful	27	17.4	22.0
	Moderately helpful	23	14.8	18.7
	Helpful	44	28.4	35.8
	Very helpful	23	14.8	18.7
	I did not complete this training	32	20.6	
	Total	155	100.0	100.0 (N=123)
Missing	System	5		
Total		160		

*Includes only teachers who reported that they completed the training.

31. How familiar are you with the NC Interim Teacher's Handbook?

		Frequency	Valid Percent
Valid	Not familiar at all	14	9.1
	Slightly familiar	16	10.4
	Moderately familiar	34	22.1
	Mostly familiar	38	24.7
	Very familiar	52	33.8
	Total	154	100.0
Missing	System	6	
Total		160	

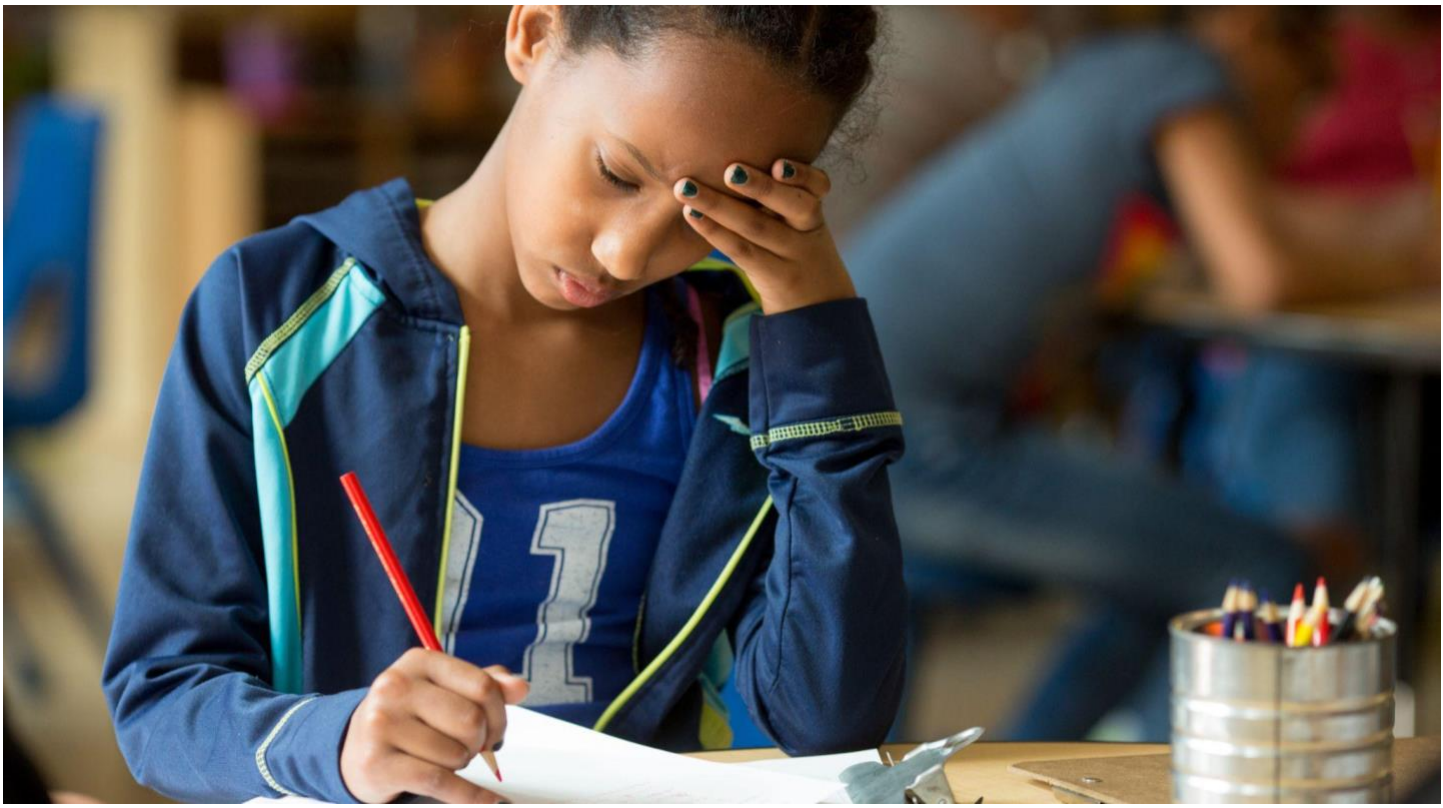
32. How familiar are you with NCDPI's Personalized Assessment Tool Webpage?

		Frequency	Valid Percent
Valid	Not familiar at all	36	23.4
	Slightly familiar	28	18.2
	Moderately familiar	37	24.0
	Mostly familiar	32	20.8
	Very familiar	21	13.6
	Total	154	100.0
Missing	System	6	
Total		160	

33. Overall, and compared to other interims you have used in the past, how would you rate the usefulness of the NC Interims for informing instruction?

		Frequency	Valid Percent
Valid	Not useful at all	9	5.8
	Slightly useful	18	11.5
	Moderately useful	38	24.4
	Useful	56	35.9
	Very useful	35	22.4
	Total	156	100.0
Missing	System	4	
Total		160	

Exhibit I-06: Friday Institute for Educational Innovation Report: Innovative Assessments: Class Item Report and Cognitive Labs (June 2022)



Innovative Assessments:
Class Item Report and Cognitive Labs

June 2022

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Executive Summary

The Program Evaluation and Education Research (PEER) Group from the Friday Institute partnered with the North Carolina Department of Public Instruction (NCDPI) as one of two groups evaluating the pilot program focused on the North Carolina Personalized Assessment Tool (NCPAT). The focus during the 2021-2022 school year was to better understand two key areas: (1) the Class Item Report that teachers received after administering the NC Interims in their classrooms; and (2) which materials work best for students who will take the NC Interims on paper.

Class Item Report. As a part of the NCPAT program, the Class Item Report shares with teachers how students in the class performed on the NC Interims. The PEER Group conducted interviews with 34 educators about the use and utility of these reports. Educators shared how they used the reports in their planning, instruction, and progress monitoring. Most of the concerns shared in the Class Item Report interviews were not about the reports themselves, but more about the process - from planning to monitoring and sharing results. For example, some teachers were not aware of whether or not they could revisit items from the Interims with their students. The PEER Group found that this type of communication was the largest barrier to implementation.

Cognitive Labs and Educator Interviews. The PEER Group conducted a second set of cognitive labs with students and follow-up interviews with educators this spring. The focus of these research activities was on how children whose testing plans require paper and pencil administration accessed and assessed pilot materials by DPI. The goal of these paper-based versions of the NC Interims is to mimic technology-enhanced items on the computer-based versions to create an equitable interim experience for students taking the paper-based NC Interims. Students and teachers enjoyed and appreciated how engaging the questions were, but they shared questions and concerns surrounding specific manipulatives (e.g., magnets falling off and students' answers not being accurately recorded), the need for clarity in item directions, and the need for clear training (e.g., how much assistance proctors can provide to students during NC Interim administration).

Overview of the Report. This report is separated into two sections to detail the research and evaluation processes and findings from (1) interviews and focus groups with educators about the Class Item Report and (2) cognitive labs with students and follow-up interviews with educators. Both sections include explanations of the methods the researchers used, the findings from analyses, the questions participants had, and suggestions and recommendations for NCDPI as it continues developing the North Carolina Personalized Assessment Tool.

Class Item Reports

Introduction

During February and March of 2022, the PEER Group conducted focus groups and one-on-one interviews with educators from 11 elementary and five middle schools across the state. In these interviews, educators were asked to share their experiences with the NC Interims Class Item Reports provided to teachers after administering each NC Interim. The objective was to discover the utility and usability of the report. Discussions covered the ways educators used the reports to collaborate and plan with their colleagues as well as how educators used this resource to communicate with parents and students about how to support student achievement.

In general, data showed that teachers found the Class Item Report informative and easy to use. Educators shared how they used the Class Item Report primarily to communicate results and make instructional decisions, such as reviewing misunderstood concepts from particular standards with their whole class or working with their students in small groups. Teachers also provided suggestions on ways to improve the reporting process and asked questions about the Class Item Report and the NC Interims at large.

Methods

Teachers in schools participating in the NCPAT pilot were invited via email to participate in a focus group interview about their experiences with the Class Item Report. Due to busy school schedules during a pandemic year when teachers were covering classes for each other, focus groups were not always possible, so one-on-one interviews were arranged when necessary, using the same interview protocol. PEER Group researchers conducted 17 interviews with 34 educators from 16 elementary and middle schools. Interviews took place over Zoom and lasted between 12 and 29 minutes.

Each of the 17 transcripts was recorded in Zoom, initially translated into text by Otter.ai, and checked for accuracy by a researcher. Each transcript was then coded in Atlas.ti by at least two researchers. This coding analysis yielded initial words or short phrases as labels for passages in each interview transcript, resulting in initial summaries of data and ideas for potential themes (Thomas & Harden, 2008). In all, the researchers developed 39 codes related to attributes and descriptions of what was discussed. The researchers ensured inter-coder consistency through multiple discussions about overlaps and divergences. They compared codes after individual analysis and reached a consensus about the initial findings. Discrepancies were resolved through peer debriefing (Brantlinger et al., 2005) when the codes were then translated into five broader themes:

- Report utility: communication
- Use related to student experience
- Potential for sharing with parents and caregivers
- Questions, and

- Recommendations.

These themes informed the researchers' findings and suggestions for improvements, which are presented in sections that follow.

Findings

Overall, teachers described the most recent version of the Class Item Report as a useful, easy-to-use resource for monitoring students' progress through reading and math standards. The primary difficulties interviewees expressed centered on the difference in how information was displayed on the computer screen compared to the printed report. The questions and suggestions from teachers collectively indicated a need for a better understanding of the Interims process as a whole, especially regarding sharing test questions with teachers or students for progress monitoring and learning from mistakes.

Report Utility: Communication

The predominant use of the Class Item Report is to convey information about student progress, both to and amongst teachers and to students. Teachers talked about using the information when planning with other teachers, noting areas of students' strengths and weaknesses. Use pertaining to students included utilizing the reports to track class progress, form small groups, and address individual student needs. The following quote illustrates the teacher and student strands for progress tracking (words in bold are the research team's addition):

> **(Whole class)** *"We kind of celebrate [correct answers] with the kids, talk about how did you do these? Way to go! What strategies were you using that worked well for you? …but also have the ones who missed it, have their work ready too–of course, without their names on it–talk about, okay, what went wrong with this student's work? What do they need to fix for next time?* **(Amongst teachers)** *And then those ones that kind of the whole class bombed, we collaborate as a team (of teachers), talk about, especially if another class had success with that standard. Okay, what did you do differently in your class that I can incorporate now into my class? What lesson maybe did you harp on a little bit stronger than the other that maybe I had missed?* **(Forming small groups)** *And then, if it's like a good handful of kids, we might spend like one of our small group lessons, just on that standard with those certain kids who maybe didn't get any of those questions from that one standard credit, or maybe missed three out of the five from that standard. So we'll start as a large group, and then get into smaller groups if necessary for a certain standard."*

Use related to student experience

Not only were the reports a tool for teacher planning, but they were also used with students to help them monitor their own progress, set goals, or just reflect on their thinking about particular questions. The teachers noted that students need detailed feedback, and the report helped teachers show students where they stood in their performance in the class. Teachers

said communicating the results of the Interims to the students provided opportunities for students to self-reflect on their work and have a better understanding of what they needed to work on moving forward.

> *"For example, with the reading, and I actually like to bring it up. I think we've all done this, and show them: look at this question. And we scored 88% correct in our class and look at the school, scored 86%. We did better than the school. And yeah, why do you think we did so well? Or what does that tell us? And then for ones that are like, Oh, our class was 52%? Why do you think– what was tricky about this question? They love to see how we did in comparison. And then it's also helpful for when we're going one on one. I think the kids are more invested when they know that it meant something. And so I think that helps to talk to them about that."*

Potential for Sharing with Parents and Caregivers

Teachers discussed using information from the report to share student progress with parents, but not many are using it for that purpose. Those who did report providing parents with results regarding the Interims did so on an individual basis. Others, as can be seen in the following quote, mentioned how the Individual Student Reports (ISR) would be more helpful in this instance, though it was not obvious if teachers were using the ISRs.

> *"We have these student-led conferences: whenever parents are gonna come and we could pull those [ISRs] out and have the kids talk to their parents about their reports and make sure they understand what standards they need more help on."*

Questions from Teachers

The questions that arose in the focus groups were often about the Interims themselves or the Interims process. There were very few questions about the actual report. In fact, many times, teachers had no suggestions for ways to improve the report.

> *"We've had a lot of different programs in the past where the data is just everywhere. And [the Class Item Report], I do find it very easy to use and read."*

> *"It is useful, you know, to just really target the needs of the kids. I like reports like that. I enjoy analyzing it and trying to really see the kids grow. So I have found it to be very helpful with helping the newer teachers just to look at it to use it in their classrooms."*

An issue that arose during discussions was that some teachers seemed to have access to the Interim items to review with their students after administration while others did not. Some teachers also indicated that they were not sure they were even allowed to access the items afterward to review with their students. If this is a school- or district-level decision, this should be clarified to all stakeholders.

Questions about the Class Item Report:

- Is it possible to know which questions were reading literature vs. informational text?
- How many of the questions were calculator active vs. inactive?

About the Interims process:

- Is it a local decision not to show teachers the test questions?
- Is it okay to show students the test and let them see the questions they missed?
- Can we know the standards that will be covered in the next one?
- Can we have a hard copy of the test?
- Is there a way to compare how we did to the county? Is that information even available?
- Do the standards change for reading, or is it always all of them? (Math has more specific standards targeted on each Interim.)
- How is the time of year for standards sequencing determined?
- Is there a tutorial for students on how to do those new types of questions?

About the Interim itself:

- Why doesn't the reading have the passage right beside the questions?
- Is depth of knowledge considered when writing the test? Are all levels covered?
- What is the reason for the new types of questions, drag-and-drop for example?

Suggestions and Recommendations

The bulk of the suggestions/recommendations in the interview data centered around five areas:

Teacher knowledge. The most frequent teacher comments about the Class Item Reports were related to teacher knowledge of the test and/or reporting, not necessarily the report. That is, teachers wanted to know what would be covered on the Interims - both question types and standard(s) that would be covered, as well as receive training for what to do when students needed assistance with instructions. There was a lack of awareness amongst some of the teachers as to whether Interim items could be known to teachers and/or used for student review.

Standards focus. The next highest numbers of recommendations centered on standards (including those related to standards mentioned above), including wanting more alignment between the pacing of the Interims and what standards teachers were to cover in a given time span.

Technical issues. Suggestions related to the report on the screen and on paper were to make the report easier to print (with fewer clicks), have the reports highlight areas of success (not just items missed), and give the teachers the ability to toggle between item number and standards covered as a selection for reporting.

Interim/Report labeling. Many teachers recommended using the standard(s) covered by the Interim rather than a number. However, the same number of educators suggested keeping the current numbering system (e.g., 1, 2, and 3) as those who provided other ideas, such as using letters or colors.

Testing pressure. Multiple teachers requested that administrators consider the amount of pressure put on teachers and students regarding the Interims as this can lead to EOG-type testing situations and high pressure throughout the year. To ease testing pressure and reduce ranking and comparing students, one teacher suggested using descriptive terms for student success rather than a percentage. This may, however, mask true strengths or weaknesses depending on the standards and types of questions covered in the Interim. Teachers pointed out that parents, and even students, can become fixated on a number/percentage itself and miss what it really means in context.

> *"When I did pull a few kiddos back with me, they saw 79.7% and they were like, 'That's awful. That's so bad'... just immediately their mind goes to this is going to be...a grade, this is a C, I say, 'No, this is totally different.'"*

Conclusion - The Importance of Training and Communication

Reports were well received, and teachers appreciated the information provided. A recurring topic during discussions with educators was the importance of training and communication at the district/school level, and to teachers, about the purpose, procedures, and overall intent of the Interims and Class Item Reports.

District and school administrative level: Make clear the purpose of the Interims and whether or not results may be used for comparison across classes and schools. If Interims are only for monitoring individual student progress and are truly formative in nature, it may not be advisable to compare students to anyone but themselves. Additionally, by mimicking the conditions of EOG testing (e.g., using proctors, secure handling, restricting building movement), the Interims begin to feel like an official state test. This adds stress to the teachers' and students' experience, making school an uncomfortable place to work and learn.

Teacher level: Giving the teachers clarity about the purpose of and process for handling Interims (e.g., whether or not teachers can see Interim items, knowing in advance what standards are covered, if the students are allowed to see items again) should help ease anxiety and keep the focus on student progress and growth. Providing teachers with more information can empower them to more confidently share with parents about their child's progress.

Cognitive Labs and Educator Interviews

Introduction

As NCDPI transitions to a computer-based benchmark system to include technology-enhanced items, some students with special needs will require paper-based alternatives. During March and April of 2022, the PEER Group conducted cognitive labs, or think aloud interviews, related to the NC Interims. The purpose of these cognitive labs was to better understand which types of materials work best for students accessing paper-based NC Interims. During the cognitive labs, PEER Group researchers presented students with questions that incorporated potential alternative manipulatives and question types, including sticky notes, magnets, Velcro-type, labels, an in-line find and replace option, and mark-all-that-apply checkboxes.

The researchers also conducted interviews with educators in most buildings, either after the cognitive lab with the students was complete, or during the interview, as was the case with the instructor who taught Braille.

Methods

In conjunction with NCDPI, the PEER Group developed a cognitive lab protocol (e.g., Johnstone, Bottsford-Miller, & Thompson, 2006) (see Appendix B) and reached out to schools with students who require paper-based Interims. These schools included both those who were part of the NCPAT pilot, as well as schools that were still using NC Check-Ins.

Throughout March and April 2022, PEER Group researchers conducted 11 cognitive labs with students from 10 schools and 7 counties throughout North Carolina. The following regions were covered: Western (n=6); Southeast (n=3); Piedmont (n=1); and Sandhills (n=1).

Cognitive labs and interviews lasted approximately 25 minutes to 90 minutes in total. When possible, a school administrator or teacher observed the cognitive labs so that they could see what the students experienced and answer follow-up questions from the researchers and provide in-depth answers to explain student behaviors.

During cognitive labs, students worked through eight questions. The researcher reassured students that they were interested in what the student was thinking, not if they got the answer correct or incorrect. While one researcher worked directly with the student and encouraged them to share what they were thinking, the other researcher took extensive fieldnotes, noting student observations and questions, physical reactions, and general statements about the length of time it took for the student to complete the question.

In most cases, the researchers interviewed a teacher or school administrator once the lab was complete, using the teacher interview protocol (see Appendix B).

Once all the interviews were completed, the researchers compiled the notes into a spreadsheet and coded the data, marking attributes question by question. This allowed the researchers to develop individual findings by specific manipulative/item type.

Findings

Math Manipulatives

The analysis below is broken down by question and manipulative type. The first covers the different manipulatives used in questions 1, 3, 5, 7, and 8. While items 1, 3, 5, and 7 presented the same math problem about equivalent expressions, the materials varied for each one. The content of Question 8 differed, and depending on the "Cognitive Lab Kit Number," the manipulative was also different. Table 1 displays the pros and cons of each material used in these five questions.

Table 1: Pros and cons of materials used during the cognitive labs.

Manipulative	**Pros**	**Cons**
Sticky notes (Question #1)	**Students:** Easy to move around; familiarity with activities that use this material in the classroom	**Students:** Worried sticky notes might fall off
	Teachers: Easy to move around; frequently used in classrooms	**Teachers:** Concerned that sticky notes may fall off when test is transferred to be graded
Magnets (Questions #3 and #8)	**Students:** Easy to move around	**Students:** Lining up magnets might be difficult for students with sensory issues
	Teachers: Only one teacher said she would have chosen magnets	**Teachers:** Magnets may fall off when Interim is transported*
Velcro-type (Question #5)	**Students:** Good for a student who is blind as this was a familiar material	**Students:** Difficult to pull up and required two hands; causes sensory overload for some students
	Teachers: Will not fall off when transferred to be graded; regularly used for blind student	**Teachers:** Difficult to maneuver; distracting for students with sensory issues

Labels (Questions #7 and #8)	**Students:** Once they found the corner, students were frequently able to move labels easily	**Students:** Difficult to pull up; hard to change the answer; tore paper; frequent last choice for students
	Teachers: Unlikely to fall off when transported	**Teachers:** May cause problems for students who struggle with dexterity; will cause frustration

*When transporting the cognitive labs, the researcher noted that magnets frequently fell off, losing student work.

Sticky notes are the most accessible manipulative. The table above provides examples of pros and cons from student and teacher perspectives. The PEER Group's observations during the cognitive labs lead the researchers to recommend using a high-quality sticky note for ease and accessibility. Its familiarity for students will lead to a less steep learning curve, and it will not cause as many sensory issues as the other materials. One concern does remain with transporting the materials to the graders. If sticky notes are chosen as the method for student manipulatives, DPI may consider having Interim proctors add a layer of scotch tape to the answers once the student has finished to ensure the answers will not fall off during transport.

Labels are the least accessible manipulative. Students struggled with using labels in a variety of ways, including having a difficult time finding the edge of the label to peel and accidentally tearing the Interim paper when trying to change their answers. The sheet of labels they were provided was even more confusing because there were blank labels in addition to the printed answer labels. This led some students to either ask what they were supposed to do with the blank labels, or to write their answers on these blank labels.

Math: Mark the Boxes

Overview: When answering the "mark the boxes" question (question #6), students generally understood that they were supposed to select multiple answer choices after reading the directions. Notably, students answered this question in different ways. While some put checkmarks in the answer boxes next to what they believed to be correct, others put an "X" in the rest of the boxes (as can be seen below in Figure 1). Some students left incorrect answer boxes empty. Educators who were able to observe explained that putting an "X" in the incorrect answer boxes is a strategy that they teach in the classroom.

Figure 1

Text Select Student Work Example

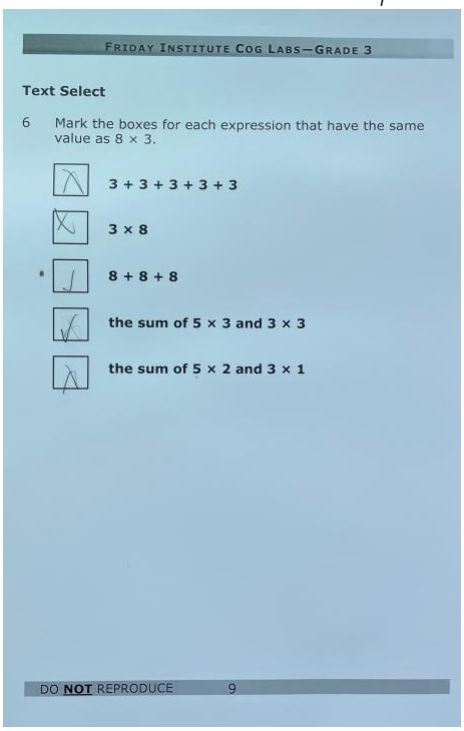
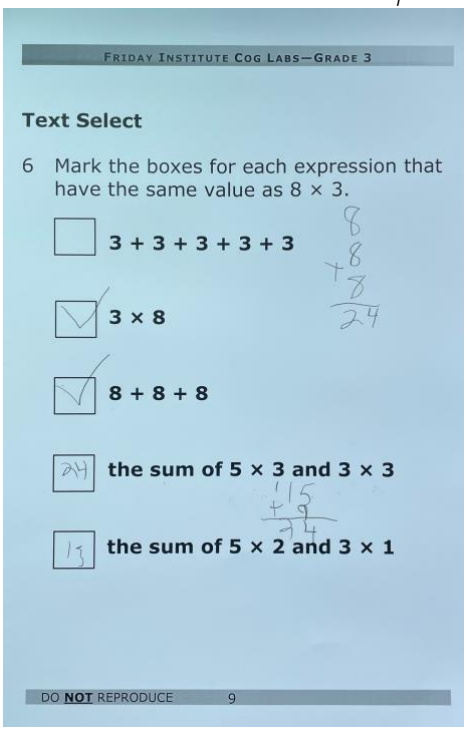


Figure 2

Text Select Student Work Example



If the directions are not explicit as to what type of mark to make, problems with grading may occur, especially if students do not completely erase any mistakes they made. Figure 2 provides an example of why this question may be difficult to grade. The student put a checkmark in two of the correct answers. They also correctly calculated the next two math expressions, but they wrote the answers in the boxes. One of them leads to the correct answer to the overall question (24), while the other does not (13).

Recommendations: The directions should clearly explain, step-by-step, what the student should do. For example, instead of "mark," it could say, "place a check mark," and add a statement such as, "Leave the boxes beside incorrect choices blank." This will alleviate confusion and limit individual interpretation.

Math: "Targeted drop" to Finish the Pattern

Overview: While students correctly answered question 8 (shown below), 10 of the 11 students did not follow the directions. While the directions read, "Place the label from each numbered list to continue the pattern," students chose labels from any of the three lists when they saw a correct answer (as can be seen in Figure 4, "60" is an option in all 3 columns).

Figure 3

Targeted Drop Question

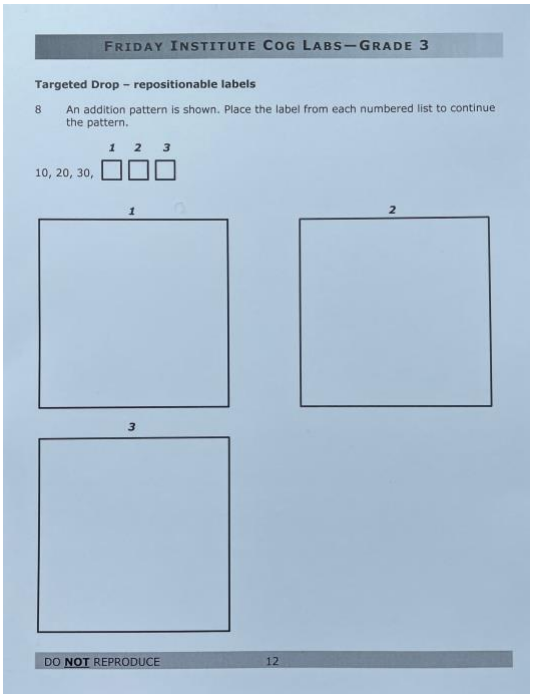
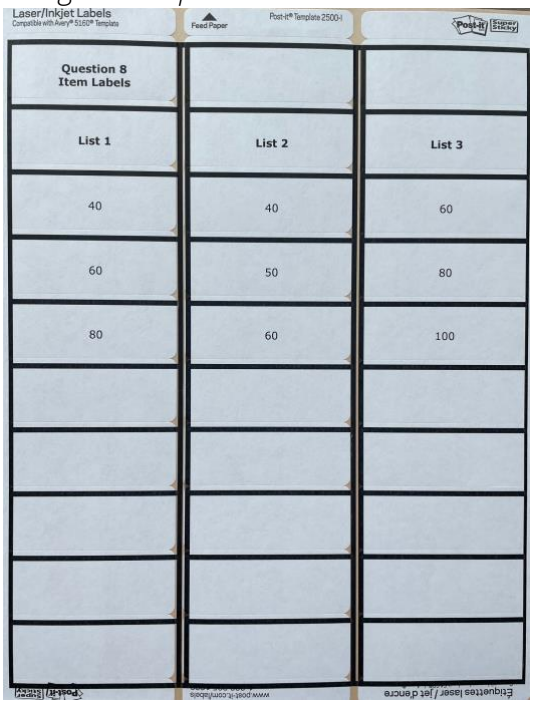


Figure 4

Targeted Drop Answer Labels



The presentation of this question could lead to inequities for students taking the paper-based version of the Interims. While students who take the computer-based version would click on the labeled box and be presented with only three answer choices at a time, students who take the paper-based version are presented with nine different answer choices at once, making this question more difficult for them if the directions remain unclear.

Recommendations: Directions for this question should be more explicit, and it would help students if the answer choices were presented differently. One student recommended changing the wording to, "choose one from each list." Educators suggested presenting students with one list at a time or altering the layout to present three answer choices underneath each empty question box.

If labels are chosen as the manipulative for alternative questions, blank labels should be removed to eliminate any confusion about what to do with them.

Reading: In-Line with Text

Overview: Most students understood that they had to choose one of the four words that meant the same thing as "puzzled" (Question #2). The directions said to "mark" the correct answer, and this led to some confusion, as students asked if they should underline or circle their answer choice. While students initially responded positively to this question, a number of them shared that they preferred the other version of this question (Question #4).

Recommendations: To eliminate questions from students who worry about correctly marking their answer to this question, the directions could be more explicit. For example, the directions could say, "Circle or underline the word that means *puzzled* in the paragraph below." This provides students with an option yet clarifies the expectations.

Reading: Below Text

Overview: In general, student responses to this question (Question #4) were mixed. While about half (6) explicitly shared that they preferred this version of the question, others liked the in-line multiple choice. This could be due to the familiarity students felt with this type of question as it was similar to regular multiple-choice questions. Notably, the student who was blind shared how this version was easier to answer than the in-line text because there were fewer words to distinguish among within the passage itself. This could also be an issue for students with dyslexia or other reading disabilities as it is more difficult to consider each printed word separately within the text.

Recommendations: This type of question appears to be a viable choice for students as they understood what to do from their prior experiences with assessments. This would be a better option for blind students so that there are not too many words bunched together within the reading passage.

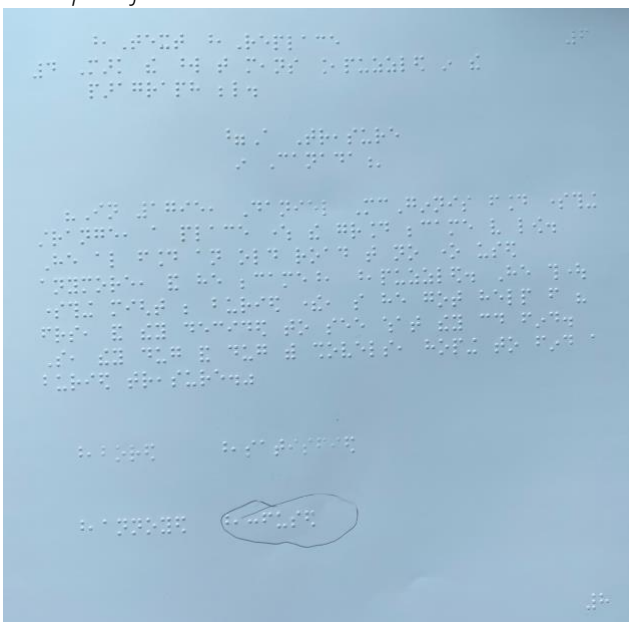
General Recommendations

Braille

Have an expert physically check each Braille Interim. It will be important to ensure that the Braille dots are properly raised before administering the Interims. During the cognitive lab, the student struggled with one of the reading passages because the Braille dots did not print correctly, leading to a smooth surface where there should have been words.

Figure 5

Example of Student's Erased Answer on Braille Test



Limit the number of questions that require a pencil. There is no tactile way for blind students to feel pencil marks. After the student circled her selection, the researchers asked her to erase her selection to see if there were limitations for blind students in using pencil on the Interims. As can be seen in Figure 5 above, the student only managed to erase the upper right portion of her circled answer. This makes changing an answer almost impossible unless a test proctor is allowed to assist.

Provide appropriate directions for blind students. While the researchers recommend providing more explicit directions about which types of marks are appropriate for students to use in the "mark the boxes" math question, NC Interim writers and administrators need to be cognizant of the differences in Braille writing. For example, when the researcher told the student she could put an "X" in the box, her teacher shared that a Braille "X" is four dots. The person scoring the assessment will need to be aware of this so that the answer is not marked incorrect.

Present questions in a simple way. The student using the Braille test needed to constantly flip back and forth between the question and answer pages of the Interim booklet. The cognitive load for her was heavy, and it took a long time to figure out each answer, in part due to the presentation of the questions. Providing answers on the same page as the questions would be beneficial. The teacher noted that the manipulatives were rather large, and they could be scaled down so that they fit on the question page.

Ensure that equity remains at the forefront. While one of the goals of the paper-based version of the Interims is to mimic technology-enhanced items, this should not come at the

expense of a student's ability to access the Interim. Braille Interims may need to have different question forms from other paper-based versions. The particular blind student we worked with was still learning Braille, and creating additional layers to test-taking with a variety of question types has the potential to lead to fatigue and frustration. This would inhibit students' abilities to showcase their knowledge and understanding of the skills learned.

Suggestions for Training and Support

A practice exam would prime administrators and students. Educators expressed anxiety over training their students about approaching new item types, especially when teachers are not allowed to preview Interim questions. Providing practice with similar questions and materials would help students prepare to take the Interims and potentially lead to fewer questions during Interim administration.

Training should address the proctor's role. The research team's observations and the questions educators asked during the cognitive labs and subsequent interviews made it obvious that clear instructions about how much help Interim proctors can provide their students is an area of concern and anxiety. Educators asked versions of the following questions:

- When a student has completed their work, but an answer falls off while transporting the Interim, what can the proctor do?
- For blind students or students with mobility issues, can the teacher help erase an incorrect answer if necessary?
- Who will be grading the Interim?

More than one person should be trained to administer Interims. Providing training on how to administer paper-based versions of the Interims should be given to more than one person in the school. This would alleviate any staffing issues or other last-minute problems that may arise on the day of NC Interim administration.

Conclusion

Overall, the educators expressed enthusiasm about the ability to participate in the NC Interims development, sharing how they appreciated that DPI included their voice in the process. In general, both teachers and students approved of integrating manipulatives into the Interims as it kept students more interested in answering the items.

Cognitive labs with students and interviews with educators provided important insights and recommendations for improving the paper-based version of the NC Interims. The main suggestions from teachers and students included clarifying the directions that were presented to students to alleviate confusion and providing training to Interims administrators (e.g., teachers, assistants, testing coordinators, etc.) on the purpose of and best practices for administering the NC Interims.

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Appendix A

NC Interim Reporting Focus Groups with Pilot Schools Protocol

Script Read to Teachers by Friday Institute
Hello, my name is [XXX], and I work for the Friday Institute for Educational Innovation at NC State University. Thank you for taking time out of your schedule to be here today. We value your feedback, and we plan to use only 30 minutes of your time. If you need to leave early, we understand as well.

We have been asked by the North Carolina Department of Public Instruction to help collect information about the NC Interim Class Item Report and how you use the report in your work.

Your participation in this interview is voluntary. You don't have to answer any questions you feel uncomfortable with, and please feel free to ask clarifying questions at any time.

I'd also like to ask if you would be okay with me recording our conversation? Only members of the Research Team will have access to the recordings. When reporting to the North Carolina Department of Public Instruction, we will remove all names and potentially identifiable information. These recordings help us have a complete record of the interview, so we don't miss anything you say. Is that okay with you?

Focus Group Questions for NC Interim Class Item Report

1. **Use.** How do you use the NC Interim Class Item Report?
    a. Probe: Use of reports to support:
        i. Personalized learning
        ii. Student-mastery
        iii. Students' use of data to adjust their learning
2. **Usability.** How easy is it for teachers to use the NC Interim Class Item Report?
3. **Utility.** How useful is the report to:
    a. Teachers?
    b. Parents?
        i. Probe: If they share this information ask: How do you share this information with parents?
    c. Students?
        i. Probe: If they share this information ask: How do you share this information with students?
4. **Recommendations.**

a. Are there any areas of the report that you would improve? If so, what are they?
b. Is there anything that you wish was part of the Class Item Report that you are not currently receiving?
c. Is there anything that we did not ask you that you would like to share about the NC Interims Class Item Report?

5. **Miscellaneous.** The NC Interims can be administered in any order. What suggestions do you have for labeling each interim that isn't as sequential? (e.g., colors, animals, symbols)

Appendix B

NC Interim Manipulatives Cognitive Lab (Students) Protocol

Researcher Procedures:
Researchers from the Friday Institute are conducting cognitive labs with specific students, and focus groups with their teachers, to gather feedback about the administration of paper tests for students who cannot physically access the online testing system. The purpose is to ensure all items are accessible to all students.

During virtual or in-person interviews with students, researchers will encourage students to talk about their thought processes as they work through paper-based questions created for students who are unable to use a computer to complete the NC Interims. These questions are technology enhanced item types which have been adapted using various combinations of paper manipulatives to provide access for students who cannot directly access them on computers.
Throughout the session, researchers will prompt and remind students to share what they are thinking out loud. This will provide North Carolina Department of Public Instruction (NCDPI) with valuable in-the-moment feedback for understanding how students interact with and are able to access technology item types through paper manipulatives.

Following student interviews, the Friday Institute will conduct a short interview with the participating students' teachers to (1) gain insight into their anticipated concerns regarding the accommodated paper-based manipulatives and (2) to provide added context to the students' one-on-one interview.

The entire process will last no longer than one hour.

Introductory explanation to participating students:
Thank you so much for your time and your willingness to participate in this activity. Your answers will help students throughout the entire state. We ask that you talk out loud about what you are thinking as much as possible. We are not concerned if you get the question right or wrong. We just want to see how you think about each question and share with us what was easy or hard as you work through each question. Do you have any questions before we get started?

Example questions to ask students:
The think aloud prompts, and questions provided below may be asked repeatedly throughout the cognitive lab. The research team will use these questions to prompt students to continue speaking aloud throughout the lab to gauge their thought processes.

Please think out loud while you respond to the following questions.

- Have you ever used these materials before?
- Have you answered a question like this before?
- Are the directions on how to answer this question clear? Were you able to answer or change your answer easily? If not, what was difficult or what could be changed to make this easier for you.
    - Probe: Did you understand what you needed to do to answer the question? Were you able to change your answer easily? If not, what was difficult or what could be changed to make this easier for you.
- Was it easy or hard to use the (labels, post-it notes, Velcro, magnets, marking boxes or answers, or selecting) to answer the question? Have you answered questions in class with something similar? If so, what did you use? What did you like or not like about using the (labels, post-it notes, Velcro, magnets, marking boxes or answers, or selecting)? Probe for visual or tactile ease of use or improvements
- Which way of showing your answer was the easiest?

Post interview protocol with teacher:

1. What was/were the most difficult part(s) for your student in answering these questions?
    a. Probe: Did your student struggle with providing an answer on more than one question? ?
2. How accessible were the manipulatives for your student?
    a. How accessible was the format of the question?
3. Are there any ways that the manipulatives could be altered to make them clearer, or less confusing, for students? Why?
4. What concerns do you have about the questions or manipulatives that were presented to your student today?
    a. Probe: If a student responded negatively (crying, frustrated, etc.) is this typical for this student regardless of the task or was it the use of the manipulatives that caused additional stress?
    b. Did the student perform and interact with the items as anticipated or did the student demonstrate difficulty, frustration, etc.?
5. Do you use any manipulatives that would serve students in more beneficial ways than the ones provided today?
6. Is there anything else that you would like to share with us or that you think we should know?

Miscellaneous Feedback

- Be mindful of using the phrase “assessment”
- The technical term that we use is “item”; however, when talking with teachers and students we say “question”.

- When speaking to students, we may need to explain what is meant when we say “Manipulatives” (thinking about younger students).

Exhibit I-07: 2021–22 NC Interims Observations Summary and Reports

2021–22 NC Interim Observations Feedback

NC Interim	Number of Observations
Grade 4 Reading	4
Grade 4 Mathematics	7
Grade 7 Reading	5
Grade 7 Mathematics	0
Total Number of Observations	16

Observation Notes and Feedback Received

Pros

- Appreciate the flexibility in administration order
- Class item report is very helpful (reported twice)

Cons

- The guide is vague when students should end the testing session.
- A couple of students were kicked out of the system.
- Approximately 8-10 unexpected exits occurred this morning in this classroom.
- Teacher expressed that it is difficult testing on computers, she prefers paper form.
- Graphs and other pictures loading slow.
- Kept a running list of students who were kicked out to "Unexpected Errors"
- The DTC stated that the biggest complaint from teachers was the lack of a script. Since she received so much push back on this, she modified the script from the NCCIs to meet the needs of the NC Interim and provided it to teachers.
- Questions on the tests seemed inconsistent with the NCCIs and EOG. NC Interim questions seemed to be more rigorous than the other tests.

Miscellaneous Feedback & Suggested Improvements

- Administrator used a direction sheet like one used for NC Check-Ins that was created by a lead teacher.
- The administration resembled a high-stakes, end of year administration that was very structured and scripted. (Reported by RAC)
- A teacher in their building had drafted a script for the NC Interims that is like the optional one used with NC Check Ins.
- Teachers want a script.
- Teacher expressed the time consuming process of logging students in for all classes. Suggested it would be easier if students could login themselves.
- Administrator mentioned that directions in the guide would be helpful to get students started with the test.
- Many students missed the direction to change a mixed number to an improper fraction when entering the answer. The direction was at the end of the question stem. They were not reading all the way. Suggestion to move that direction to the beginning of the question.
- Would like the ability for all teachers' (per grade level) data to be on one report so they can disaggregate the data in PLCs.
- Would like the use of an optional script (especially for the third administration to prepare the "feel" for EOGs)

2021–22 NC Interims Observation Feedback

District: Falls Lake Academy

School: Falls Lake Academy

Date: January 26, 2022

Observer Name: Paul Davis

NC Interim:

- ☐ Grade 4 Reading
- ☒ Grade 4 Mathematics
- ☐ Grade 7 Reading
- ☐ Grade 7 Mathematics

Start Time: 9:27 am

End Time: 10:34 am

1. How many students are taking the NC Interim in this classroom? 12
2. Based on what you can see, does it appear that any students are using accommodations during the administration? No *
3. Are there any students in the classroom using a paper version of the NC Interims? No
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? One day
5. Enter the time the first student completed the NC Interim. 9:52 am, with minimal review
6. How many students completed the NC Interim before ninety minutes? 12
7. How many students did not complete the NC Interim before ninety minutes? 0
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

*Students with accommodations were tested separately.
7 students were finished in under 40 minutes, 3 more were finished in an hour.
Teacher continuously walked, monitoring students, answering questions.
Teacher was prompt in giving calculators to students when they were ready for the calculator active portion of the assessment.

2021–22 NC Interims Observation Feedback

District: __Haywood County Schools_____

School: __Meadowbrook Elementary_____

Date: ___2/8/2022_____

Observer Name: ____Stacey McEntyre Greene_____

NC Interim:
- ☐ Grade 4 Reading
- ☒ Grade 4 Mathematics
- ☐ Grade 7 Reading
- ☐ Grade 7 Mathematics

Start Time: ____8:37 AM_____

End Time: ___10:15 AM_____

1. How many students are taking the NC Interim in this classroom? __18_____
2. Based on what you can see, does it appear that any students are using accommodations during the administration? ____Yes – 1 Read Aloud (Headphone use)_____
3. Are there any students in the classroom using a paper version of the NC Interims? __NO_____
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? ____One Day_____
5. Enter the time the first student completed the NC Interim. ____9:04_____
6. How many students completed the NC Interim before ninety minutes? ____15_____
7. How many students did not complete the NC Interim before ninety minutes? _____3_____
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims). ___

   Administrator logged in each student and had them turn their device towards her while she logged in other students. Administrator used a direction sheet like one used for NC Check Ins that was created by a lead teacher. Scratch paper, graph paper, and pencils were handed

out to students. Administrator monitored the room while assisting students who raised their hand for assistance. All students raised their hand to receive a calculator once at the calculator active portion of the test. Eight students were complete at 60 minutes. Fifteen students completed the test at 90 minutes. Three students were still working after 90 minutes. Administrator asked them to finish up their question at 10:10. The last one logged off at 10:15 AM. Administrator mentioned that directions in the guide would be helpful to get students started with the test. She also mentioned that the guide is vague when students should end the testing session.

2021–22 NC Interims Observation Feedback

District:	Caldwell County Schools
School:	Gamewell Middle School (Agnew)
Date:	March 15, 2022
Observer Name:	John Worley
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☒ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:10 am
End Time:	8:55 am

1. How many students are taking the NC Interim in this classroom? **23**
2. Based on what you can see, does it appear that any students are using accommodations during the administration? **None**
3. Are there any students in the classroom using a paper version of the NC Interims? **No**
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? **One day and one session**
5. Enter the time the first student completed the NC Interim. **8:55 am**
6. How many students completed the NC Interim before ninety minutes? **23**
7. How many students did not complete the NC Interim before ninety minutes? **0**
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

   Test session was administered within all standards and expectations. No issues or concerns observed during the administration session.

2021–22 NC Interims Observation Feedback

District:	Caldwell County Schools
School:	Gamewell Middle School (Minton)
Date:	March 15, 2022
Observer Name:	John Worley
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☒ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	10:00 am
End Time:	11:15 am

1. How many students are taking the NC Interim in this classroom? **18**
2. Based on what you can see, does it appear that any students are using accommodations during the administration? **None**
3. Are there any students in the classroom using a paper version of the NC Interims? **No**
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? **One day and one session**
5. Enter the time the first student completed the NC Interim. **10:30 am**
6. How many students completed the NC Interim before ninety minutes? **18**
7. How many students did not complete the NC Interim before ninety minutes? **0**
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

   Test session was administered within all standards and expectations. No issues or concerns observed during the administration session.

2021–22 NC Interims Observation Feedback

District:	Caldwell County Schools
School:	Kings Creek School (Roberts)
Date:	March 16, 2022
Observer Name:	JohnWorley
NC Interim:	☒ Grade 4 Reading ☐ Grade 4 Mathematics ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:15 am
End Time:	9:20 am

1. How many students are taking the NC Interim in this classroom? **13**
2. Based on what you can see, does it appear that any students are using accommodations during the administration? **Yes – 1 student was in a separate test setting**
3. Are there any students in the classroom using a paper version of the NC Interims? **No**
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? **One day in one session**
5. Enter the time the first student completed the NC Interim. **8:40 am**
6. How many students completed the NC Interim before ninety minutes? **13**
7. How many students did not complete the NC Interim before ninety minutes? **0**
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

   Test session was administered within all standards and expectations. No issues or concerns observed during the administration session.

2021–22 NC Interims Observation Feedback

District:	Haywood County Schools
School:	Meadowbrook Elementary School
Date:	February 8, 2022
Observer Name:	Brent Caldwell
NC Interim:	☐ Grade 4 Reading ☒ Grade 4 Mathematics ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:37 AM
End Time:	10:15 AM

1. How many students are taking the NC Interim in this classroom? 18
2. Based on what you can see, does it appear that any students are using accommodations during the administration? Yes, one student had headphones for read aloud
3. Are there any students in the classroom using a paper version of the NC Interims? No
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? Multiple Test Sessions
5. Enter the time the first student completed the NC Interim. 9:04 AM (27 minutes)
6. How many students completed the NC Interim before ninety minutes? 15
7. How many students did not complete the NC Interim before ninety minutes? 3
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims). While the students seemed relaxed and comfortable with the process, the administration still resembled a high-stakes, end of year administration that was very structured and scripted. Student desks were not rearranged for the test but remained in pods of 4 or 5. The test administrator stated that a teacher in their building had drafted a script for the NC Interims that is like the optional one used with NC Check Ins. The administrator used this script to begin the test. The teacher called up one student at a time and logged the student into the system. Once back at their seats, the students were instructed to turn their screens toward the teacher so she could make sure the system was not advanced past the Start page. There were spare laptops and charging stations available in the room. After logging the students in, the administrator passed out pencils, followed by scratch paper, then

graph paper. During the administration, the teacher monitored by walking around, and provided additional scratch paper, graph paper, and pencils as needed. A couple of students were kicked out of the system and the teacher was able to quickly log them back in with no issue. As students progressed into the calculator active section, the teacher stood and watched to verify that the student clicked into the active section before handing the student the calculator. As students completed the assessment, the teacher verified that the assessment was complete, collected the testing materials, and instructed the student to close the laptop and sit quietly. Eight students completed the test in sixty minutes. Fifteen of the eighteen students in the room completed the assessment in ninety minutes. The three students who took longer than 90 minutes were close to finishing, so the teacher decided to maintain the testing session to allow those three students to finish.

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Cherokee Central Elementary
Date:	April 4, 2022
Observer Name:	Jaime Kelley
NC Interim:	**Grade 4 Reading** Grade 4 Mathematics Grade 7 Reading Grade 7 Mathematics
Start Time:	8:48
End Time:	9:28

1. How many students are being administered the NC Interim in this classroom? 15
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 8:58 (10 minutes)
5. How many students completed the NC Interim before ninety minutes? 17 (40 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- Approximately 8-10 unexpected exits occurred this morning in this classroom.
- Teacher walked around and monitored, relogged students back in to NCTest.
- Students appeared to rush through NC Interims, not focused, lots of talking by students throughout.
- Teacher expressed that it is difficult testing on computers, she prefers paper format. Laptops don't stay charged. Students are used to taking other classroom assessments online. She said that at least students cannot logout easily on NCTest unlike classroom assessments (where they rush to play games and watch videos afterwards).
- Time finished:
    - At 20 minutes – 13 students finished

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Haywood County – Hazelwood Elementary School (Mrs. Reece)
Date:	April 21, 2022
Observer Name:	Jaime Kelley
NC Interim:	Grade 4 Mathematics
Start Time:	8:37
End Time:	See notes in #5 and #6

1. How many students are being administered the NC Interim in this classroom? 22
2. Proctors are not required, nor should one be used. Was a proctor present? No
3. Were displays and bulletin boards covered for the NC Interim? Yes, not required but Mrs. Reece wanted to see how the students performed without the support of anchor charts.
4. Enter the time the first student completed the NC Interim. 9:32 (47 minutes)
5. How many students completed the NC Interim before ninety minutes? 18 finished - Students had to leave at 10:00 for specials. After specials they have an in-house field trip, then lunch. Students will not continue working until this afternoon. Did not stay to see those finish.
6. How many students did not complete the NC Interim before ninety minutes? 4 (will resume this afternoon)
7. Record other observations from the administration below
   - Students provided with school codes to login on their own. Login process went smooth. Mrs. Reece stated they use student logins each time.
   - Classroom environment:
     - Desks were not rearranged (in rows), students used privacy shields
     - Students instructed to put their names on the blank paper (redistributed during review)
     - Used “testing sign”
     - Took two, 3-minute breaks every 40 minutes (testing time written on board – to the second)
     - Mrs. Reece walked around and monitored the entire administration.
   - Students used blank paper and annotated passages using the online tools/features – very evident Mrs. Reece taught students strategies.
   - Two students used earbuds for *read aloud by computer* accommodation.
   - Graphs and other pictures loading slow. Mrs. Reece thinks it is because of the amount of testing going on in the school affecting bandwidth.
   - Students utilized graph and scratch paper to show all work.
   - Mrs. Reece did ask about continuing the autonomy of selecting the interim that best matches their required pacing once the system goes state-wide.
   - Mrs. Reece stated most students use the online calculator because it is more simplistic than their handheld ones. Not as many buttons “to play around with”. Some students occasionally ask for a handheld.
   - Many students missed the direction to change a mixed number to an improper fraction when entering the answer. The direction was at the end of the question stem. They were not reading all the way. Mrs. Reece pointed to that line for each student. SUGGESTION: Move that direction to the beginning of the question.
   - Mrs. Reece discussed how students at this age are very literal in thinking. For the numeric entry questions, directions state to only use 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, /. Some think those are the only

numbers that can be used. When the answer is “33”, some did not think that number can be entered because it is not listed.

- One student had two unexpected errors. The second time would not allow her to relog in. The small caution screen would not go away. When clicked cancel, there was a “This test is loading…” message. Test would not reload.
- One student’s test froze, BACK, NEXT, buttons would not work. Mrs. Reece helped him get logged back in. Another message stated his ID or password were wrong, but they were not. Had to exit out and relog in again. Continued to the next question and was exited again. Student has severe ADHD. The continual exits could potentially throw him off focus, but Mrs. Reece was proud at how he handled himself.
- TC stated there was some connectivity issues going on throughout the building.
- 50 minutes – 3 Students finished (9:35)
  60 minutes – 7 Students finished (9:45)
  70 minutes – 16 Students finished (9:55)
  75 minutes – 18 Students finished (10:00)

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Haywood County – Hazelwood Elementary School (Mrs. Reece)
Date:	April 20, 2022
Observer Name:	Jaime Kelley
NC Interim:	☒ **Grade 4 Reading** ☐ Grade 4 Mathematics ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:30
End Time:	_____

1. How many students are being administered the NC Interim in this classroom? 20
2. Proctors are not required, nor should one be used. Was a proctor present? No
3. Were displays and bulletin boards covered for the NC Interim? No
4. Enter the time the first student completed the NC Interim. 9:30
5. How many students completed the NC Interim before ninety minutes? 20
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).
   - Met with the principal, school TC, and district TC for feedback
     - Pros:
       - appreciate the flexibility in administration order
       - would like the use of an optional script (especially for the third administration to prepare the "feel" for EOGs)
       - class item report is very helpful
     - Feedback:
       - Would like the ability for all teachers' (per grade level) data to be on one report so they can disaggregate the data in PLCs.
   - Students provided with school codes to login on their own. Login process went smooth. Mrs. Reece stated they use student logins each time.
   - Classroom environment:
     - Desks were not rearranged (in rows), students used privacy shields
     - Students instructed to put their names on the blank paper (collected and redistributed during review)
     - Used "testing sign"
     - Break every 40 minutes as needed (testing time written on board)
     - Mrs. Reece walked around and monitored the entire administration.
   - Students used blank paper and annotated passages using the online tools/features – very evident Mrs. Reece taught students strategies.
   - Mrs. Reece does not mind mathematics online but feels students might go back and check their work more if reading was paper based.
   - Last year experienced a lot of unexpected exits during the NC Check-Ins, but not a problem so far this year. 2 unexpected exits error occurred during the administration.
   - Two students are absent, will makeup the NC Interim when they return.
   - Mrs. Reece was part of the FI reporting focus group.

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: Lower Creek Elementary (Ms. Bullock)
Date:	March 31, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☒ **Grade 4 Mathematics** ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:15
End Time:	9:25

1. How many students are being administered the NC Interim in this classroom? 19
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 8:20 (30 minutes)
5. How many students completed the NC Interim before ninety minutes? 19 (70 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- No proctor present, but there was a teacher assistant present who was assisting.
- Two charts were covered, but not the rest of the reference materials on walls.
- Teacher, TA, and STC logged students on computer.
- Took about 10 minutes to login.
- Desks spread apart.
- Communication Log – used school wide during testing (on the computer). Lists teacher name, resource administering (NCCI or NC Interims), notes from teacher and responses from administration/front office.
- Start time, work time, and end time on board.
- When finished, students allowed to read or draw.
- Kept a running list of students who were kicked out to "Unexpected Error". Using Chromebooks. Craig Bryson reported it to the Help Desk. Teacher stated she teaches all students to leave mouse in the middle of screen and not the edge. Happening to users with a mouse and without. "Keep track of unexpected errors per Miss DPI Lady."
- Teacher and TA monitored entire time.
- Only 1 student used online calculator (she came from another school last month).
- Time finished:
    - At 45 minutes – 11
    - At 60 minutes – 17
    - At 65 minutes – 18

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: Lower Creek Elementary (Ms. Davis)
Date:	March 31, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☐ **Grade 4 Mathematics** ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	9:50
End Time:	10:52

1. How many students are being administered the NC Interim in this classroom? 24
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 10:20 (30 minutes)
5. How many students completed the NC Interim before ninety minutes? 24
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

   - Used the phrases "test" and "testing mode" with students a lot before testing began
   - One student asked, "Is this a test we need to worry about or just do our best?"
   - After ten minutes, two students completed the inactive section.
   - 10 students kicked out – Unexpected Error. Per teacher, she thinks it is 50% user error. Several students play around and click everywhere, play with the highlighter, etc.
   - Teacher walked around and monitored the entire time.
   - Students allowed to read when finished.
   - Finished:
     - At 40 minutes – 10
     - At 50 minutes – 20
     - At 55 minutes – 23

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: Lower Creek Elementary (Ms. Heavner)
Date:	March 31, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☐ **Grade 4 Mathematics** ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	12:32
End Time:	1:23

1. How many students are being administered the NC Interim in this classroom? 19
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 1:02 (30 minutes)
5. How many students completed the NC Interim before ninety minutes? 19 (52 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- Communication Log – used school wide during testing (on the computer). Lists teacher name, resource administering (NCCI or NC Interims), notes from teacher and responses from administration/front office.
- Kept log on unexpected error exits.
- Wrote work and end times on board.
- A couple of students asked about using commas in 4-digit numbers for numeric entry items.
- Students allowed to draw or read when finished.
- Time finished:
    - At 45 minutes – 17 students finished
    - At 49 minutes – 18 students finished

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: William Lenoir Middle School (Mr. Pickett)
Date:	April 1, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☐ **Grade 7 Reading** ☐ Grade 7 Mathematics
Start Time:	8:05
End Time:	9:05

1. How many students are being administered the NC Interim in this classroom? 18
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 8:15 (10 minutes) – Student disengaged with NC Interim. Clicked through and existed.
5. How many students completed the NC Interim before ninety minutes? 18 (60 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- All computers already logged in when I entered the classroom.
- Per assistant principal, teachers want a script. She has explained they don't need one, but teachers still apprehensive so she copied the NC Check-In script to use for NC Interims.
- Teacher instructed the students to begin. (No scripts used.)
- Teacher sat at desk the majority of the time, walked around to monitor very infrequently (only to wake up a sleeping multiple students throughout the administration).
- Students did not use annotating features (highlight, strike, etc.).
- Majority of students appeared disengaged in the NC Interim.
- No "unexpected exits" occurred. AP reported none occurred during yesterday's administration either.
- Time finished:
    - At 30 minutes – 5 students finished
    - At 45 minutes – 15 students finished
    - At 60 minutes – 18 students finished

2021–22 NC Interims
Observation Feedback

PSU and School Name:	Caldwell County: William Lenoir Middle School (Mr. Sides)
Date:	April 1, 2022
Observer Name:	Jaime Kelley
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☐ **Grade 7 Reading** ☐ Grade 7 Mathematics
Start Time:	10:05-10:40 (paused for lunch). Resumed at 11:00
End Time:	11:30

1. How many students are being administered the NC Interim in this classroom? 19
2. Proctors are not required, nor should one be used. Was a proctor present? ___ Yes √ No
3. Displays and bulletin boards are not to be covered. Were displays and bulletin boards covered for the NC Interim? _____ Yes √ No
4. Enter the time the first student completed the NC Interim. 10:22 (17 minutes)
5. How many students completed the NC Interim before ninety minutes? 19 (65 minutes)
6. How many students did not complete the NC Interim before ninety minutes? 0
7. Record other observations from the administration below (e.g., student questions, teacher's monitoring, students' procedures after they completed the NC Interims).

- Per assistant principal, teachers want a script. She has explained they don't need one, but teachers still apprehensive so she copied the NC Check-In script to use for NC Interims.
- Teacher logged students onto computers, read a (modified) script from NC Check-Ins, and instructed the students to begin.
- Only observed two students using annotation features (strike, highlight, etc.).
- At 10:40 (35 minutes), computers were paused for a lunch break. Students returned at 11:00 and resumed testing.
- Teacher expressed the time consuming process of logging students in for all classes. Suggested it would be easier if students could login themselves.
- Teacher stated the class item report has been very helpful.
- Students only had 65 minutes total to test.
- No "unexpected exits" occurred. AP reported none occurred during yesterday's administration either.
- Time finished:
    - At 30 minutes – 2 students finished
    - At 50 minutes – 15 students finished

2021–22 NC Interims Observation Feedback

District:	_____Johnston County Schools _____510_____
School:	_____Cleveland Elementary School_____
Date:	12.9.21 _____
Observer Name:	___Dr. Brent Cooper_____ _
NC Interim:	☒ Grade 4 Reading ☐ Grade 4 Mathematics ☐ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	___9:30_____
End Time:	___Last Student Finished at 10:29am_____

1. How many students are taking the NC Interim in this classroom? _____24_____
2. Based on what you can see, does it appear that any students are using accommodations during the administration? __No_____
3. Are there any students in the classroom using a paper version of the NC Interims? ___No____
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? _____One Setting/One Day_____
5. Enter the time the first student completed the NC Interim. _____9:47am_____
6. How many students completed the NC Interim before ninety minutes? _____All 24_____
7. How many students did not complete the NC Interim before ninety minutes? ____0_____
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC

Interims). _____1- Scratch Paper was distributed by the teacher before students began the NC Interim.

2- Teacher reminded students of the Online tools they could use during NC Interims._____
_3- Teacher reminded students to raise their hand before clicking on Exit upon completing the NC
Interim._____
__4- Teacher circulated throughout the NC
Interim._____
___5- Teacher reminded students if the question did not have a * in NCTest, the student had not answered the starred
question._____
_____6- This was the LEA Director of Testing's first observation of the administration of NC Interims at a school within their
LEA._____
_____
_____
_____
_____

2021–22 NC Interims Observation Feedback

District:	Richmond County
School:	Rockingham Middle School
Date:	Monday, February 7, 2022
Observer Name:	Scott Frye
NC Interim:	☐ Grade 4 Reading ☐ Grade 4 Mathematics ☒ Grade 7 Reading ☐ Grade 7 Mathematics
Start Time:	8:42
End Time:	10:12

1. How many students are taking the NC Interim in this classroom? 15
2. Based on what you can see, does it appear that any students are using accommodations during the administration? No. There were two students in this class receiving accommodations, but they were tested in a pull-out location.
3. Are there any students in the classroom using a paper version of the NC Interims? No
4. Was the NC interim administered in one day, or was the teacher administering it using multiple test sessions? One day
5. Enter the time the first student completed the NC Interim. 9:20
6. How many students completed the NC Interim before ninety minutes? All 15; The last student completed the test with about 15 minutes left in the session.
7. How many students did not complete the NC Interim before ninety minutes? None
8. Record other observations from the administration below (e.g., classroom environment, student questions, teacher's monitoring, students' procedures after they completed the NC Interims). The DTC stated that the biggest complaint from teachers was the lack of a script. Since she received so much push back on this, she modified the script from the NCCIs to meet the needs of the NC Interim and provided it to teachers. However, as I observed this test, the script made it feel like a regular standardized test rather than a classroom test. Another complaint she stated that she had received was that the questions on the tests seemed inconsistent with the NCCIs and EOG. They stated that the NC Interim questions seemed to be more rigorous than the other tests. In preparation for beginning the test, the TA

logged all students into the test. Each student was instructed to select the proper test from the drop-down menu and the TA checked each device to ensure the correct test and student were logged in prior to beginning. In addition, a member of the school administration team came into the class to confirm that all students were logged in correctly. I was told this was the result of several irregularities being reported at this school during the last administration due to the fact that students had been logged into the wrong test by TAs. Some students were seated at multi-student desks (usually 3 or 4 to a table). There were no privacy shields used, but the TA did walk around during the entire test, and I felt that she was able to successfully monitor students and prevent them from viewing each other's work. However, I did stress to the DTC the importance of using privacy shields in these situations during EOGs. The classroom was quiet and comfortable. The teacher did a fantastic job monitoring students during testing. She walked around the classroom during the entirety of the test. As students completed the test, they raised their hands and the teacher walked to their device and observed them closing the test out. At this point, the teacher collected their scratch paper and pencils, closed their device, and provided them with a book to read.

Part III Appendices

III.A-01: 2021–22 NCPAT Participant List School Demographic Data

2021–22 GRADE 4 READING PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION

LEA Name	School Name	All	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	Els (%)
			Female	Male	Black	Hispanic	White	Other			
Caldwell County Schools	Baton Elementary	58	50.0	50.0	1.7	1.7	89.7	6.9	13.8	39.7	.
Caldwell County Schools	Horizons Elementary	15	13.3	86.7	6.7	.	86.7	6.7	46.7	66.7	.
Caldwell County Schools	Collettsville School	40	52.5	47.5	.	2.5	95.0	2.5	12.5	47.5	.
Caldwell County Schools	Davenport A+ School	97	50.5	49.5	18.6	35.1	39.2	7.2	12.4	62.9	13.4
Caldwell County Schools	Dudley Shoals Elementary	79	44.3	55.7	.	6.3	88.6	5.1	12.7	48.1	2.5
Caldwell County Schools	Gamewell Elementary	138	55.1	44.9	11.6	5.8	76.8	5.8	13.0	42.0	1.5
Caldwell County Schools	Happy Valley Elementary	23	34.8	65.2	.	.	95.7	4.4	.	52.2	.
Caldwell County Schools	Hudson Elementary	116	51.7	48.3	.	10.3	81.0	8.6	8.6	47.4	7.8
Caldwell County Schools	Kings Creek Elementary	18	55.6	44.4	5.6	.	94.4	.	11.1	72.2	.
Caldwell County Schools	Lower Creek Elementary	71	45.1	54.9	2.8	8.5	77.5	11.3	15.5	32.4	2.8
Caldwell County Schools	Oak Hill Elementary	*Data not available*									
Caldwell County Schools	Sawmills Elementary	58	50.0	50.0	.	10.3	87.9	1.7	13.8	48.3	6.9
Caldwell County Schools	West Lenoir Elementary	54	42.6	57.4	18.5	29.6	40.7	11.1	14.8	53.7	9.3
Caldwell County Schools	Whitnel Elementary	52	53.9	46.2	7.7	23.1	59.6	9.6	19.2	50.0	9.6
Hickory City Schools	Viewmont Elementary	81	46.9	53.1	21.0	29.6	28.4	21.0	11.1	59.3	17.3
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available*									
Alpha Academy Charter	Alpha Academy Charter	109	49.5	50.5	53.2	22.9	12.8	11.0	12.8	34.9	7.3
Greene County Schools	Greene County Intermediate	200	46.5	53.5	32.5	35.0	29.5	3.0	12.5	53.0	18.5
Haywood County	Bethel Elementary	77	49.4	50.7	.	10.4	89.6	.	15.6	42.9	5.2
Haywood County	Clyde Elementary	85	60.0	40.0	.	9.4	87.1	3.5	29.4	55.3	5.9
Haywood County	Hazelwood Elementary	91	46.2	53.9	.	12.1	78.0	9.9	19.8	41.8	5.5
Haywood County	Jonathan Valley Elementary	62	38.7	61.3	.	6.5	88.7	4.8	24.2	40.3	4.8
Haywood County	Junaluska Elementary	89	42.7	57.3	.	7.9	85.4	6.7	29.2	32.6	4.5
Haywood County	Meadowbrook Elementary	41	39.0	61.0	.	9.8	85.4	4.9	14.6	41.5	2.4
Haywood County	North Canton Elementary	62	38.7	61.3	1.6	4.8	88.7	4.8	17.7	37.1	1.6
Johnston County Schools	Cleveland Elementary	162	45.7	54.3	18.5	22.8	53.1	5.6	8.0	16.7	6.8
Johnston County Schools	West Smithfield Elementary	78	64.1	35.9	26.9	52.6	14.1	6.4	23.1	62.8	21.8
Johnston County Schools	West View Elementary	169	46.8	53.3	24.3	17.2	52.7	5.9	17.2	24.3	7.1
Sugar Creek Charter School	Sugar Creek Charter School	144	46.5	53.5	81.3	16.7	.	2.1	5.6	68.8	9.7
Invest Collegiate	Invest Collegiate Transform	34	67.7	32.4	82.4	2.9	8.8	5.9	20.6	55.9	.
Montgomery County Schools	Candor Elementary	54	46.3	53.7	7.4	57.4	18.5	16.7	5.6	87.0	29.6
Montgomery County Schools	Green Ridge Elementary	52	46.2	53.9	11.5	55.8	30.8	1.9	7.7	82.7	30.8
Montgomery County Schools	Mount Gilead Elementary	47	51.1	48.9	44.7	6.4	42.6	6.4	10.6	76.6	4.3
Montgomery County Schools	Page Street Elementary	86	47.7	52.3	19.8	22.1	50.0	8.1	12.8	64.0	9.3

2021–22 GRADE 4 READING PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION

LEA Name	School Name	All	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	Els (%)
			Female	Male	Black	Hispanic	White	Other			
Montgomery County Schools	Star Elementary	54	50.0	50.0	3.7	38.9	46.3	11.1	5.6	57.4	9.3
The Academy of Moore County	The Academy of Moore County	62	45.2	54.8	8.1	11.3	69.4	11.3	8.1	16.1	.
New Hanover Schools	Carolina Beach Elementary School	81	46.9	53.1	.	2.5	95.1	2.5	13.6	13.6	1.2
New Hanover Schools	Ogden Elementary School	118	43.2	56.8	2.5	5.9	89.0	2.5	4.2	8.5	1.7
New Hanover Schools	Masonboro Elementary School	80	47.5	52.5	2.5	11.3	82.5	3.8	6.3	6.3	1.3
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	45.8	54.2	87.5	.	12.5	.	16.7	70.8	.
Richmond County Schools	East Rockingham Elementary	92	41.3	58.7	34.8	14.1	41.3	9.8	21.7	78.3	10.9
Richmond County Schools	Fairview Heights Elementary	86	45.4	54.7	32.6	5.8	44.2	17.4	19.8	57.0	1.2
Richmond County Schools	L J Bell Elementary	87	49.4	50.6	36.8	3.5	46.0	13.8	5.8	52.9	2.3
Richmond County Schools	Mineral Springs Elementary	55	43.6	56.4	23.6	18.2	38.2	20.0	27.3	60.0	10.9
Richmond County Schools	Monroe Avenue Elementary	71	43.7	56.3	54.9	4.2	28.2	12.7	12.7	76.1	4.2
Richmond County Schools	West Rockingham Elementary	41	53.7	46.3	29.3	22.0	46.3	2.4	14.6	65.9	19.5
Richmond County Schools	Washington Street Elementary	85	44.7	55.3	64.7	2.4	22.4	10.6	7.1	68.2	3.5
Washington County Schools	Creswell Elementary	20	65.0	35.0	60.0	10.0	20.0	10.0	25.0	60.0	15.0
Washington County Schools	Pines Elementary	68	52.9	47.1	89.7	7.4	1.5	1.5	23.5	80.9	2.9

2021–22 GRADE 7 MATH PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION

LEA Name	School Name	All	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	Els (%)
			Female	Male	Black	Hispanic	White	Other			
Caldwell County Schools	Gateway School	16	25.0	75.0	12.5	18.8	56.3	12.5	43.8	62.5	.
Caldwell County Schools	Collettsville School	33	39.4	60.6	3.0	12.1	78.8	6.1	18.2	54.6	.
Caldwell County Schools	Gamewell Middle	167	46.7	53.3	8.4	22.2	58.1	11.4	16.8	56.9	9.0
Caldwell County Schools	Granite Falls Middle	215	47.9	52.1	1.9	7.9	86.1	4.2	14.0	30.2	1.4
Caldwell County Schools	Happy Valley Elementary	29	51.7	48.3	.	3.5	89.7	6.9	17.2	34.5	.
Caldwell County Schools	Hudson Middle	204	46.6	53.4	2.0	10.3	81.4	6.4	9.3	43.1	3.4
Caldwell County Schools	Kings Creek Elementary	19	36.8	63.2	5.3	10.5	79.0	5.3	21.1	52.6	.
Caldwell County Schools	William Lenoir Middle	193	57.0	43.0	10.9	19.7	61.7	7.8	8.8	44.0	7.8
Caldwell County Schools	Oak Hill Elementary	*Data not available*									
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available*									
Alpha Academy Charter	Alpha Academy Charter	96	50.0	50.0	53.1	25.0	11.5	10.4	5.2	26.0	5.2
Greene County Schools	Greene County Middle	221	48.4	51.6	37.6	35.8	24.0	2.7	13.1	52.5	9.5
Haywood County	Bethel Middle School	72	44.4	55.6	.	8.3	88.9	2.8	13.9	44.4	1.4
Haywood County	Canton Middle School	158	55.7	44.3	2.5	9.5	85.4	2.5	22.8	59.5	1.3
Haywood County	Waynesville Middle School	269	51.7	48.3	1.1	11.9	80.7	6.3	20.8	43.5	6.0
Johnston County Schools	Cleveland Middle	358	51.1	48.9	21.0	19.8	49.2	10.1	8.9	23.5	5.3
Sugar Creek Charter School	Sugar Creek Charter School	158	56.3	43.7	77.9	19.0	0.6	2.5	8.2	71.5	8.2
Invest Collegiate	Invest Collegiate Transform	57	40.4	59.7	75.4	12.3	.	12.3	8.8	43.9	1.8
Montgomery County Schools	East Middle	171	47.4	52.6	15.8	49.1	28.7	6.4	7.0	72.5	9.9
Montgomery County Schools	West Middle	115	45.2	54.8	28.7	14.8	47.0	9.6	11.3	60.9	0.9
The Academy of Moore County	The Academy of Moore County	*Data not available*									
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	28	39.3	60.7	85.7	3.6	3.6	7.1	28.6	64.3	.
Richmond County Schools	Ellerbe Middle	80	57.5	42.5	27.5	28.8	32.5	11.3	10.0	53.8	16.3
Richmond County Schools	Hamlet Middle	183	56.3	43.7	38.8	9.8	40.4	10.9	18.0	63.9	1.6
Richmond County Schools	Rockingham Middle	231	49.4	50.7	44.6	9.1	36.4	10.0	14.3	68.8	3.9
Richmond County Schools	Cordova Middle	105	51.4	48.6	33.3	17.1	41.0	8.6	15.2	71.4	7.6
Washington County Schools	Washington County Middle	87	56.3	43.7	82.8	9.2	4.6	3.5	17.2	66.7	2.3

2021–22 GRADE 7 READING PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION

LEA Name	School Name	All	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	Els (%)
			Female	Male	Black	Hispanic	White	Other			
Caldwell County Schools	Gateway School	16	25.0	75.0	12.5	18.8	56.3	12.5	43.8	62.5	.
Caldwell County Schools	Collettsville School	33	39.4	60.6	3.0	12.1	78.8	6.1	18.2	54.6	.
Caldwell County Schools	Gamewell Middle	167	46.7	53.3	8.4	22.2	58.1	11.4	16.8	56.9	9.0
Caldwell County Schools	Granite Falls Middle	215	47.9	52.1	1.9	7.9	86.1	4.2	14.0	30.2	1.4
Caldwell County Schools	Happy Valley Elementary	29	51.7	48.3	.	3.5	89.7	6.9	17.2	34.5	.
Caldwell County Schools	Hudson Middle	204	46.6	53.4	2.0	10.3	81.4	6.4	9.3	43.1	3.4
Caldwell County Schools	Kings Creek Elementary	19	36.8	63.2	5.3	10.5	79.0	5.3	21.1	52.6	.
Caldwell County Schools	William Lenoir Middle	193	57.0	43.0	10.9	19.7	61.7	7.8	8.8	44.0	7.8
Caldwell County Schools	Oak Hill Elementary	*Data not available*									
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available*									
Alpha Academy Charter	Alpha Academy Charter	96	50.0	50.0	53.1	25.0	11.5	10.4	5.2	26.0	5.2
Falls Lake Academy	Falls Lake Academy	78	52.6	47.4	9.0	2.6	71.8	16.7	14.1	28.2	.
Greene County Schools	Greene County Middle	221	48.4	51.6	37.6	35.8	24.0	2.7	13.1	52.5	9.5
Haywood County	Bethel Middle School	72	44.4	55.6	.	8.3	88.9	2.8	13.9	44.4	1.4
Haywood County	Canton Middle School	158	55.7	44.3	2.5	9.5	85.4	2.5	22.8	59.5	1.3
Haywood County	Waynesville Middle School	269	51.7	48.3	1.1	11.9	80.7	6.3	20.8	43.5	6.0
Johnston County Schools	Cleveland Middle	358	51.1	48.9	21.0	19.8	49.2	10.1	8.9	23.5	5.3
Sugar Creek Charter School	Sugar Creek Charter School	158	56.3	43.7	77.9	19.0	0.6	2.5	8.2	71.5	8.2
Invest Collegiate	Invest Collegiate Transform	57	40.4	59.7	75.4	12.3	.	12.3	8.8	43.9	1.8
Montgomery County Schools	East Middle	171	47.4	52.6	15.8	49.1	28.7	6.4	7.0	72.5	9.9
Montgomery County Schools	West Middle	115	45.2	54.8	28.7	14.8	47.0	9.6	11.3	60.9	0.9
The Academy of Moore County	The Academy of Moore County	*Data not available*									
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	28	39.3	60.7	85.7	3.6	3.6	7.1	28.6	64.3	.
Richmond County Schools	Ellerbe Middle	80	57.5	42.5	27.5	28.8	32.5	11.3	10.0	53.8	16.3
Richmond County Schools	Hamlet Middle	183	56.3	43.7	38.8	9.8	40.4	10.9	18.0	63.9	1.6
Richmond County Schools	Rockingham Middle	231	49.4	50.7	44.6	9.1	36.4	10.0	14.3	68.8	3.9
Richmond County Schools	Cordova Middle	105	51.4	48.6	33.3	17.1	41.0	8.6	15.2	71.4	7.6
Scotland County Schools	Carver Middle School	256	43.8	56.3	49.2	3.1	30.1	17.6	21.5	65.2	0.4
Scotland County Schools	Spring Hill Middle	228	45.6	54.4	51.3	4.0	21.1	23.7	20.2	64.9	1.3
Washington County Schools	Washington County Middle	87	56.3	43.7	82.8	9.2	4.6	3.5	17.2	66.7	2.3

III.B-01: 2022–23 NCPAT Participant List School Demographic Data

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Mathematics Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
North Carolina Cyber Academy	North Carolina Cyber Academy	199	45.2	54.8	31.2	11.6	36.7	20.6	16.1	56.3	2.5	
Clover Garden School	Clover Garden School	49	44.9	55.1	6.1	2.0	85.7	6.1	20.4	16.3	.	
Bertie County Schools	Aulander Elementary	22	68.2	31.8	86.4	.	13.6	.	9.1	59.1	.	
Bertie County Schools	West Bertie Elementary	32	46.9	53.1	90.6	.	3.1	6.3	21.9	75.0	.	
Bertie County Schools	Colerain Elementary	24	54.2	45.8	83.3	.	16.7	.	8.3	70.8	.	
Bertie County Schools	Windsor Elementary	56	46.4	53.6	80.4	3.6	10.7	5.4	12.5	66.1	1.8	
The New Dimensions School	New Dimensions: A Public Charter School	64	57.8	42.2	9.4	3.1	84.4	3.1	14.1	18.8	1.6	
Caldwell County Schools	Baton Elementary	62	41.9	58.1	1.6	6.5	90.3	1.6	22.6	41.9	3.2	
Caldwell County Schools	Collettsville School	38	52.6	47.4	.	2.6	92.1	5.3	15.8	55.3	.	
Caldwell County Schools	Davenport A+ School	87	48.3	51.7	20.7	31.0	40.2	8.1	11.5	57.5	14.9	
Caldwell County Schools	Dudley Shoals Elementary	66	43.9	56.1	1.5	7.6	80.3	10.6	18.2	47.0	6.1	
Caldwell County Schools	Gamewell Elementary	176	53.4	46.6	9.1	3.4	79.6	8.0	14.8	54.6	1.1	
Caldwell County Schools	Happy Valley Elementary	36	47.2	52.8	2.8	.	94.4	2.8	8.3	61.1	.	
Caldwell County Schools	Hudson Elementary	111	46.0	54.1	.	12.6	83.8	3.6	21.6	55.0	3.6	
Caldwell County Schools	Kings Creek Elementary	23	39.1	60.9	.	.	95.7	4.4	26.1	34.8	.	
Caldwell County Schools	Lower Creek Elementary	65	53.9	46.2	7.7	3.1	80.0	9.2	16.9	38.5	4.6	
Caldwell County Schools	Sawmills Elementary	56	46.4	53.6	.	17.9	80.4	1.8	19.6	51.8	5.4	
Caldwell County Schools	Whitnel Elementary	43	32.6	67.4	.	23.3	60.5	16.3	25.6	60.5	9.3	
Hickory City Schools	Viewmont Elementary	73	52.1	48.0	16.4	31.5	34.3	17.8	17.8	54.8	15.1	
Newton-Conover City Schools	South Newton Elementary	59	54.2	45.8	20.3	25.4	35.6	18.6	13.6	64.4	18.6	
Newton-Conover City Schools	North Newton Elementary	83	56.6	43.4	14.5	39.8	31.3	14.5	12.1	61.5	22.9	
Newton-Conover City Schools	Shuford Elementary	*Data not available in 2021-22*										
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available in 2021-22*										
Edenton-Chowan Schools	D F Walker Elementary	163	47.9	52.2	38.7	10.4	46.6	4.3	13.5	60.1	6.1	
Alpha Academy Charter	Alpha Academy Charter	106	49.1	50.9	60.4	17.9	6.6	15.1	14.2	33.0	2.8	
Voyager Academy	Voyager Academy	106	55.7	44.3	28.3	10.4	54.7	6.6	21.7	21.7	0.9	
Carter G Woodson School	Carter G. Woodson School	35	45.7	54.3	37.1	54.3	.	8.6	14.3	77.1	48.6	
Gates County Schools	Buckland	47	46.8	53.2	40.4	.	46.8	12.8	12.8	44.7	.	
Gates County Schools	Gatesville Elementary	35	45.7	54.3	37.1	5.7	54.3	2.9	25.7	48.6	.	
Gates County Schools	T S Cooper Elementary	26	38.5	61.5	7.7	3.9	76.9	11.5	26.9	30.8	.	
Graham County Schools	Robbinsville Elementary	78	50.0	50.0	1.3	1.3	78.2	19.2	15.4	60.3	.	
Granville County Schools	Tar River Elementary	62	53.2	46.8	11.3	14.5	67.7	6.5	16.1	38.7	3.2	
Falls Lake Academy	Falls Lake Academy	80	33.8	66.3	12.5	12.5	72.5	2.5	16.3	21.3	1.3	
Greene County Schools	Greene County Intermediate	*Data not available in 2021-22*										
Haywood County Schools	Bethel Elementary	99	48.5	51.5	1.0	4.0	92.9	2.0	23.2	47.5	.	
Haywood County Schools	Clyde Elementary	88	45.5	54.6	.	11.4	85.2	3.4	22.7	46.6	5.7	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Mathematics Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Haywood County Schools	Hazelwood Elementary	92	52.2	47.8	.	15.2	78.3	6.5	19.6	48.9	7.6	
Haywood County Schools	Jonathan Valley Elementary	65	50.8	49.2	.	4.6	86.2	9.2	20.0	40.0	4.6	
Haywood County Schools	Meadowbrook Elementary	27	44.4	55.6	.	25.9	70.4	3.7	11.1	29.6	3.7	
Haywood County Schools	North Canton Elementary	50	50.0	50.0	.	14.0	82.0	4.0	28.0	50.0	8.0	
Hyde County Schools	Mattamuskeet School	33	48.5	51.5	39.4	12.1	42.4	6.1	12.1	69.7	3.0	
Johnston County Schools	Cleveland Elementary	130	46.9	53.1	19.2	20.0	51.5	9.2	8.5	20.8	4.6	
Johnston County Schools	West View Elementary	187	48.1	51.9	20.9	17.7	50.3	11.2	11.8	25.7	10.7	
Lee County Schools	BT Bullock Elementary	98	39.8	60.2	26.5	36.7	28.6	8.2	15.3	56.1	19.4	
Lee County Schools	Broadway Elementary	94	46.8	53.2	12.8	28.7	54.3	4.3	22.3	56.4	17.0	
Lee County Schools	Deep River Elementary	103	46.6	53.4	21.4	41.8	31.1	5.8	16.5	48.5	23.3	
Lee County Schools	Greenwood Elementary	106	51.9	48.1	8.5	43.4	43.4	4.7	16.0	51.9	15.1	
Lee County Schools	J Glenn Edwards Elementary	99	42.4	57.6	16.2	42.4	32.3	9.1	15.2	55.6	20.2	
Lee County Schools	Tramway Elementary	93	51.6	48.4	8.6	22.6	59.1	9.7	18.3	40.9	8.6	
Lee County Schools	J R Ingram Jr Elementary	62	43.6	56.5	24.2	29.0	38.7	8.1	14.5	25.8	4.8	
Lee County Schools	WB Wicker Elementary	102	48.0	52.0	23.5	63.7	9.8	2.9	6.9	65.7	46.1	
Lenoir County Schools	Banks Elementary	85	45.9	54.1	30.6	12.9	45.9	10.6	20.0	48.2	4.7	
Lenoir County Schools	Contentnea-Savannah School	99	48.5	51.5	51.5	18.2	28.3	2.0	12.1	66.7	7.1	
Lee County Schools	Floyd L Knight Children Center	146	52.1	48.0	48.0	19.2	30.1	2.7	4.1	50.7	9.6	
Lenoir County Schools	Moss Hill Elementary	67	34.3	65.7	22.4	16.4	53.7	7.5	19.4	56.7	7.5	
Lenoir County Schools	Northeast Elementary	80	50.0	50.0	87.5	3.8	5.0	3.8	17.5	81.3	1.3	
Lenoir County Schools	Northwest Elementary	94	46.8	53.2	73.4	4.3	5.3	17.0	11.7	64.9	9.6	
Lenoir County Schools	Pink Hill Elementary	79	38.0	62.0	15.2	36.7	45.6	2.5	21.5	44.3	15.2	
Lenoir County Schools	Southeast Elementary	40	62.5	37.5	85.0	5.0	2.5	7.5	20.0	82.5	2.5	
Lenoir County Schools	Southwood Elementary	46	37.0	63.0	17.4	17.4	60.9	4.4	15.2	54.4	8.7	
Lincoln County Schools	Pumpkin Center Intermediate	103	47.6	52.4	1.0	8.7	80.6	9.7	18.5	30.1	1.0	
Sugar Creek Charter School	Sugar Creek Charter School	127	53.5	46.5	79.5	16.5	.	3.9	7.1	69.3	10.2	
Invest Collegiate	Invest Collegiate Transform	28	35.7	64.3	92.9	3.6	.	3.6	7.1	64.3	.	
Montgomery County Schools	Candor Elementary	56	53.6	46.4	23.2	64.3	7.1	5.4	1.8	83.9	16.1	
Montgomery County Schools	Green Ridge Elementary	54	53.7	46.3	22.2	50.0	20.4	7.4	13.0	81.5	7.4	
Montgomery County Schools	Mount Gilead Elementary	34	47.1	52.9	50.0	8.8	35.3	5.9	8.8	82.4	2.9	
Montgomery County Schools	Page Street Elementary	82	52.4	47.6	20.7	22.0	45.1	12.2	7.3	62.2	4.9	
Montgomery County Schools	Star Elementary	53	67.9	32.1	5.7	37.7	50.9	5.7	11.3	54.7	15.1	
The Academy of Moore County	The Academy of Moore County	75	42.7	57.3	9.3	16.0	62.7	12.0	8.0	26.7	1.3	
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	50.0	50.0	87.5	4.2	4.2	4.2	20.8	66.7	.	
Orange County Schools	River Park Elementary	102	54.9	45.1	5.9	30.4	51.0	12.8	13.7	43.1	14.7	
Orange County Schools	Central Elememtary	62	50.0	50.0	22.6	25.8	30.7	21.0	9.7	61.3	16.1	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 4 Mathematics Demographic Sample Based on 2021–22 Grade 3 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Orange County Schools	Efland Cheeks Elementary	85	37.7	62.4	17.7	36.5	35.3	10.6	9.4	55.3	23.5
Orange County Schools	Grady Brown Elementary	84	48.8	51.2	16.7	38.1	34.5	10.7	7.1	54.8	23.8
Orange County Schools	Hillsborough Elementary	71	45.1	54.9	5.6	4.2	77.5	12.7	4.2	16.9	.
Orange County Schools	New Hope Elementary	97	50.5	49.5	11.3	47.4	27.8	13.4	12.4	66.0	27.8
Orange County Schools	Pathways Elementary	62	41.9	58.1	14.5	11.3	61.3	12.9	19.4	46.8	6.5
Bethel Hill Charter	Bethel Hill Charter	56	48.2	51.8	10.7	5.4	78.6	5.4	3.6	39.3	1.8
Polk County Schools	Polk Central Elementary	58	43.1	56.9	6.9	19.0	65.5	8.6	25.9	44.8	1.7
Polk County Schools	Sunny View Elementary School	16	56.3	43.8	.	.	87.5	12.5	18.8	56.3	.
Richmond County Schools	East Rockingham Elementary	87	55.2	44.8	34.5	20.7	35.6	9.2	16.1	81.6	10.3
Richmond County Schools	Fairview Heights Elementary	83	57.8	42.2	41.0	7.2	36.1	15.7	12.1	72.3	2.4
Richmond County Schools	L J Bell Elementary	92	40.2	59.8	39.1	4.4	42.4	14.1	14.1	59.8	2.2
Richmond County Schools	Mineral Springs Elementary	51	56.9	43.1	27.5	37.3	17.7	17.7	11.8	56.9	19.6
Richmond County Schools	Monroe Avenue Elementary	57	42.1	57.9	52.6	15.8	21.1	10.5	21.1	82.5	5.3
Richmond County Schools	West Rockingham Elementary	51	43.1	56.9	13.7	25.5	52.9	7.8	23.5	70.6	13.7
Richmond County Schools	Washington Street Elementary	84	36.9	63.1	50.0	7.1	38.1	4.8	15.5	73.8	3.6
Rockingham County Schools	Bethany Elementary	81	51.9	48.2	9.9	7.4	76.5	6.2	12.4	30.9	2.5
Rockingham County Schools	Central Elementary	102	41.2	58.8	27.5	11.8	52.0	8.8	13.7	44.1	6.9
Rockingham County Schools	Douglass Elementary	65	60.0	40.0	21.5	12.3	50.8	15.4	23.1	67.7	7.7
Rockingham County Schools	Huntsville Elementary	64	46.9	53.1	10.9	18.8	68.8	1.6	17.2	42.2	9.4
Rockingham County Schools	Leaksville-Spray Elementary	82	61.0	39.0	19.5	14.6	58.5	7.3	28.1	64.6	11.0
Rockingham County Schools	Lincoln Elementary	60	51.7	48.3	20.0	8.3	66.7	5.0	15.0	60.0	6.7
Rockingham County Schools	Monroeton Elementary	64	46.9	53.1	15.6	14.1	54.7	15.6	7.8	53.1	1.6
Rockingham County Schools	John W Dillard Academy	52	59.6	40.4	17.3	7.7	65.4	9.6	23.1	44.2	3.9
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	South End Elementary	65	52.3	47.7	38.5	23.1	32.3	6.2	13.9	55.4	13.9
Rockingham County Schools	Stoneville Elementary	78	41.0	59.0	10.3	24.4	57.7	7.7	18.0	44.9	9.0
Rockingham County Schools	Wentworth Elementary	83	53.0	47.0	8.4	4.8	81.9	4.8	31.3	51.8	1.2
Rockingham County Schools	Williamsburg Elementary	72	44.4	55.6	20.8	30.6	43.1	5.6	12.5	62.5	16.7
Lake Lure Classical Academy	Lake Lure Classical Academy	34	44.1	55.9	.	2.9	79.4	17.7	20.6	44.1	.
Clinton City Schools	Sunset Avenue Elementary	250	52.0	48.0	35.6	40.8	18.4	5.2	9.2	50.4	16.8
Scotland County Schools	Laurel Hill Elementary	115	45.2	54.8	37.4	3.5	33.0	26.1	19.1	60.9	.
Scotland County Schools	South Johnson Elementary	117	49.6	50.4	53.9	3.4	18.8	23.9	14.5	76.9	.
Scotland County Schools	Wagram Elementary	74	35.1	64.9	51.4	4.1	21.6	23.0	21.6	70.3	.
Scotland County Schools	Sycamore Lane Elementary	113	52.2	47.8	54.0	7.1	17.7	21.2	11.5	73.5	.
Elkin City Schools	Elkin Elementary	95	52.6	47.4	5.3	20.0	68.4	6.3	14.7	34.7	8.4
Washington County Schools	Creswell Elementary	18	55.6	44.4	50.0	16.7	33.3	.	22.2	77.8	16.7

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 4 Mathematics Demographic Sample Based on 2021–22 Grade 3 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Washington County Schools	Pines Elementary	87	52.9	47.1	82.8	5.8	5.8	5.8	16.1	74.7	3.5
Wilkes County Schools	Boomer-Ferguson Elementary School	21	66.7	33.3	4.8	14.3	61.9	19.1	19.1	71.4	.
Wilkes County Schools	C B Eller Elementary School	49	59.2	40.8	.	4.1	85.7	10.2	4.1	32.7	.
Wilkes County Schools	C C Wright Elementary School	48	41.7	58.3	4.2	20.8	58.3	16.7	31.3	62.5	8.3
Wilkes County Schools	Millers Creek Elementary School	117	54.7	45.3	.	18.0	73.5	8.6	15.4	42.7	8.6
Wilkes County Schools	Moravian Falls Elementary School	37	43.2	56.8	2.7	37.8	46.0	13.5	8.1	32.4	16.2
Wilkes County Schools	Mount Pleasant Elementary Schol	36	58.3	41.7	.	8.3	88.9	2.8	19.4	22.2	.
Wilkes County Schools	Mountain View Elementary School	80	43.8	56.3	.	7.5	90.0	2.5	17.5	46.3	3.8
Wilkes County Schools	Mulberry Elementary School	75	57.3	42.7	.	25.3	73.3	1.3	10.7	38.7	16.0
Wilkes County Schools	North Wilkesboro Elementary School	40	47.5	52.5	15.0	32.5	25.0	27.5	17.5	52.5	15.0
Wilkes County Schools	Roaring River Elementary School	24	45.8	54.2	4.2	12.5	75.0	8.3	12.5	25.0	4.2
Wilkes County Schools	Ronda-Clingman Elementary School	51	64.7	35.3	.	19.6	70.6	9.8	5.9	35.3	2.0
Wilkes County Schools	Traphill Elementary School	20	50.0	50.0	.	10.0	90.0	.	25.0	45.0	5.0
Wilkes County Schools	Wilkesboro Elementary School	59	42.4	57.6	3.4	22.0	66.1	8.5	27.1	33.9	5.1
Yadkin County Schools	East Bend Elementary	32	43.8	56.3	.	21.9	71.9	6.3	18.8	75.0	9.4

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Reading Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
North Carolina Cyber Academy	North Carolina Cyber Academy	199	45.2	54.8	31.2	11.6	36.7	20.6	16.1	56.3	2.5	
Clover Garden School	Clover Garden School	49	44.9	55.1	6.1	2.0	85.7	6.1	20.4	16.3	.	
Bertie County Schools	Aulander Elementary	22	68.2	31.8	86.4	.	13.6	.	9.1	59.1	.	
Bertie County Schools	West Bertie Elementary	32	46.9	53.1	90.6	.	3.1	6.3	21.9	75.0	.	
Bertie County Schools	Colerain Elementary	24	54.2	45.8	83.3	.	16.7	.	8.3	70.8	.	
Bertie County Schools	Windsor Elementary	56	46.4	53.6	80.4	3.6	10.7	5.4	12.5	66.1	1.8	
The New Dimensions School	New Dimensions: A Public Charter School	64	57.8	42.2	9.4	3.1	84.4	3.1	14.1	18.8	1.6	
Caldwell County Schools	Baton Elementary	62	41.9	58.1	1.6	6.5	90.3	1.6	22.6	41.9	3.2	
Caldwell County Schools	Collettsville School	38	52.6	47.4	.	2.6	92.1	5.3	15.8	55.3	.	
Caldwell County Schools	Davenport A+ School	87	48.3	51.7	20.7	31.0	40.2	8.1	11.5	57.5	14.9	
Caldwell County Schools	Dudley Shoals Elementary	66	43.9	56.1	1.5	7.6	80.3	10.6	18.2	47.0	6.1	
Caldwell County Schools	Gamewell Elementary	176	53.4	46.6	9.1	3.4	79.6	8.0	14.8	54.6	1.1	
Caldwell County Schools	Happy Valley Elementary	36	47.2	52.8	2.8	.	94.4	2.8	8.3	61.1	.	
Caldwell County Schools	Hudson Elementary	111	46.0	54.1	.	12.6	83.8	3.6	21.6	55.0	3.6	
Caldwell County Schools	Kings Creek Elementary	23	39.1	60.9	.	.	95.7	4.4	26.1	34.8	.	
Caldwell County Schools	Lower Creek Elementary	65	53.9	46.2	7.7	3.1	80.0	9.2	16.9	38.5	4.6	
Caldwell County Schools	Sawmills Elementary	56	46.4	53.6	.	17.9	80.4	1.8	19.6	51.8	5.4	
Caldwell County Schools	Whitnel Elementary	43	32.6	67.4	.	23.3	60.5	16.3	25.6	60.5	9.3	
Hickory City Schools	Viewmont Elementary	73	52.1	48.0	16.4	31.5	34.3	17.8	17.8	54.8	15.1	
Newton-Conover City Schools	South Newton Elementary	59	54.2	45.8	20.3	25.4	35.6	18.6	13.6	64.4	18.6	
Newton-Conover City Schools	North Newton Elementary	83	56.6	43.4	14.5	39.8	31.3	14.5	12.1	61.5	22.9	
Newton-Conover City Schools	Shuford Elementary	*Data not available in 2021-22*										
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available in 2021-22*										
Edenton-Chowan Schools	D F Walker Elementary	163	47.9	52.2	38.7	10.4	46.6	4.3	13.5	60.1	6.1	
Alpha Academy Charter	Alpha Academy Charter	106	49.1	50.9	60.4	17.9	6.6	15.1	14.2	33.0	2.8	
Voyager Academy	Voyager Academy	106	55.7	44.3	28.3	10.4	54.7	6.6	21.7	21.7	0.9	
Carter G Woodson School	Carter G. Woodson School	35	45.7	54.3	37.1	54.3	.	8.6	14.3	77.1	48.6	
Gates County Schools	Buckland	47	46.8	53.2	40.4	.	46.8	12.8	12.8	44.7	.	
Gates County Schools	Gatesville Elementary	35	45.7	54.3	37.1	5.7	54.3	2.9	25.7	48.6	.	
Gates County Schools	T S Cooper Elementary	26	38.5	61.5	7.7	3.9	76.9	11.5	26.9	30.8	.	
Graham County Schools	Robbinsville Elementary	78	50.0	50.0	1.3	1.3	78.2	19.2	15.4	60.3	.	
Granville County Schools	Tar River Elementary	62	53.2	46.8	11.3	14.5	67.7	6.5	16.1	38.7	3.2	
Falls Lake Academy	Falls Lake Academy	80	33.8	66.3	12.5	12.5	72.5	2.5	16.3	21.3	1.3	
Greene County Schools	Greene County Intermediate	*Data not available in 2021-22*										
Haywood County Schools	Bethel Elementary	99	48.5	51.5	1.0	4.0	92.9	2.0	23.2	47.5	.	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Reading Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Haywood County Schools	Clyde Elementary	88	45.5	54.6	.	11.4	85.2	3.4	22.7	46.6	5.7	
Haywood County Schools	Hazelwood Elementary	92	52.2	47.8	.	15.2	78.3	6.5	19.6	48.9	7.6	
Haywood County Schools	Jonathan Valley Elementary	65	50.8	49.2	.	4.6	86.2	9.2	20.0	40.0	4.6	
Haywood County Schools	Meadowbrook Elementary	27	44.4	55.6	.	25.9	70.4	3.7	11.1	29.6	3.7	
Haywood County Schools	North Canton Elementary	50	50.0	50.0	.	14.0	82.0	4.0	28.0	50.0	8.0	
Hyde County Schools	Mattamuskeet School	33	48.5	51.5	39.4	12.1	42.4	6.1	12.1	69.7	3.0	
Johnston County Schools	Cleveland Elementary	130	46.9	53.1	19.2	20.0	51.5	9.2	8.5	20.8	4.6	
Johnston County Schools	West View Elementary	187	48.1	51.9	20.9	17.7	50.3	11.2	11.8	25.7	10.7	
Lee County Schools	BT Bullock Elementary	98	39.8	60.2	26.5	36.7	28.6	8.2	15.3	56.1	19.4	
Lee County Schools	Broadway Elementary	94	46.8	53.2	12.8	28.7	54.3	4.3	22.3	56.4	17.0	
Lee County Schools	Deep River Elementary	103	46.6	53.4	21.4	41.8	31.1	5.8	16.5	48.5	23.3	
Lee County Schools	Greenwood Elementary	106	51.9	48.1	8.5	43.4	43.4	4.7	16.0	51.9	15.1	
Lee County Schools	J Glenn Edwards Elementary	99	42.4	57.6	16.2	42.4	32.3	9.1	15.2	55.6	20.2	
Lee County Schools	Tramway Elementary	93	51.6	48.4	8.6	22.6	59.1	9.7	18.3	40.9	8.6	
Lee County Schools	J R Ingram Jr Elementary	62	43.6	56.5	24.2	29.0	38.7	8.1	14.5	25.8	4.8	
Lee County Schools	WB Wicker Elementary	102	48.0	52.0	23.5	63.7	9.8	2.9	6.9	65.7	46.1	
Lenoir County Schools	Banks Elementary	85	45.9	54.1	30.6	12.9	45.9	10.6	20.0	48.2	4.7	
Lenoir County Schools	Contentnea-Savannah School	99	48.5	51.5	51.5	18.2	28.3	2.0	12.1	66.7	7.1	
Lee County Schools	Floyd L Knight Children Center	146	52.1	48.0	48.0	19.2	30.1	2.7	4.1	50.7	9.6	
Lenoir County Schools	Moss Hill Elementary	67	34.3	65.7	22.4	16.4	53.7	7.5	19.4	56.7	7.5	
Lenoir County Schools	Northeast Elementary	80	50.0	50.0	87.5	3.8	5.0	3.8	17.5	81.3	1.3	
Lenoir County Schools	Northwest Elementary	94	46.8	53.2	73.4	4.3	5.3	17.0	11.7	64.9	9.6	
Lenoir County Schools	Pink Hill Elementary	79	38.0	62.0	15.2	36.7	45.6	2.5	21.5	44.3	15.2	
Lenoir County Schools	Southeast Elementary	40	62.5	37.5	85.0	5.0	2.5	7.5	20.0	82.5	2.5	
Lenoir County Schools	Southwood Elementary	46	37.0	63.0	17.4	17.4	60.9	4.4	15.2	54.4	8.7	
Lincoln County Schools	Pumpkin Center Intermediate	103	47.6	52.4	1.0	8.7	80.6	9.7	18.5	30.1	1.0	
Sugar Creek Charter School	Sugar Creek Charter School	127	53.5	46.5	79.5	16.5	.	3.9	7.1	69.3	10.2	
Invest Collegiate	Invest Collegiate Transform	28	35.7	64.3	92.9	3.6	.	3.6	7.1	64.3	.	
Montgomery County Schools	Candor Elementary	56	53.6	46.4	23.2	64.3	7.1	5.4	1.8	83.9	16.1	
Montgomery County Schools	Green Ridge Elementary	54	53.7	46.3	22.2	50.0	20.4	7.4	13.0	81.5	7.4	
Montgomery County Schools	Mount Gilead Elementary	34	47.1	52.9	50.0	8.8	35.3	5.9	8.8	82.4	2.9	
Montgomery County Schools	Page Street Elementary	82	52.4	47.6	20.7	22.0	45.1	12.2	7.3	62.2	4.9	
Montgomery County Schools	Star Elementary	53	67.9	32.1	5.7	37.7	50.9	5.7	11.3	54.7	15.1	
The Academy of Moore County	The Academy of Moore County	75	42.7	57.3	9.3	16.0	62.7	12.0	8.0	26.7	1.3	
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	50.0	50.0	87.5	4.2	4.2	4.2	20.8	66.7	.	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 4 Reading Demographic Sample Based on 2021–22 Grade 3 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Orange County Schools	River Park Elementary	102	54.9	45.1	5.9	30.4	51.0	12.8	13.7	43.1	14.7
Orange County Schools	Central Elememtary	62	50.0	50.0	22.6	25.8	30.7	21.0	9.7	61.3	16.1
Orange County Schools	Efland Cheeks Elementary	85	37.7	62.4	17.7	36.5	35.3	10.6	9.4	55.3	23.5
Orange County Schools	Grady Brown Elementary	84	48.8	51.2	16.7	38.1	34.5	10.7	7.1	54.8	23.8
Orange County Schools	Hillsborough Elementary	71	45.1	54.9	5.6	4.2	77.5	12.7	4.2	16.9	.
Orange County Schools	New Hope Elementary	97	50.5	49.5	11.3	47.4	27.8	13.4	12.4	66.0	27.8
Orange County Schools	Pathways Elementary	62	41.9	58.1	14.5	11.3	61.3	12.9	19.4	46.8	6.5
Bethel Hill Charter	Bethel Hill Charter	56	48.2	51.8	10.7	5.4	78.6	5.4	3.6	39.3	1.8
Polk County Schools	Polk Central Elementary	58	43.1	56.9	6.9	19.0	65.5	8.6	25.9	44.8	1.7
Polk County Schools	Sunny View Elementary School	16	56.3	43.8	.	.	87.5	12.5	18.8	56.3	.
Richmond County Schools	East Rockingham Elementary	87	55.2	44.8	34.5	20.7	35.6	9.2	16.1	81.6	10.3
Richmond County Schools	Fairview Heights Elementary	83	57.8	42.2	41.0	7.2	36.1	15.7	12.1	72.3	2.4
Richmond County Schools	L J Bell Elementary	92	40.2	59.8	39.1	4.4	42.4	14.1	14.1	59.8	2.2
Richmond County Schools	Mineral Springs Elementary	51	56.9	43.1	27.5	37.3	17.7	17.7	11.8	56.9	19.6
Richmond County Schools	Monroe Avenue Elementary	57	42.1	57.9	52.6	15.8	21.1	10.5	21.1	82.5	5.3
Richmond County Schools	West Rockingham Elementary	51	43.1	56.9	13.7	25.5	52.9	7.8	23.5	70.6	13.7
Richmond County Schools	Washington Street Elementary	84	36.9	63.1	50.0	7.1	38.1	4.8	15.5	73.8	3.6
Rockingham County Schools	Bethany Elementary	81	51.9	48.2	9.9	7.4	76.5	6.2	12.4	30.9	2.5
Rockingham County Schools	Central Elementary	102	41.2	58.8	27.5	11.8	52.0	8.8	13.7	44.1	6.9
Rockingham County Schools	Douglass Elementary	65	60.0	40.0	21.5	12.3	50.8	15.4	23.1	67.7	7.7
Rockingham County Schools	Huntsville Elementary	64	46.9	53.1	10.9	18.8	68.8	1.6	17.2	42.2	9.4
Rockingham County Schools	Leaksville-Spray Elementary	82	61.0	39.0	19.5	14.6	58.5	7.3	28.1	64.6	11.0
Rockingham County Schools	Lincoln Elementary	60	51.7	48.3	20.0	8.3	66.7	5.0	15.0	60.0	6.7
Rockingham County Schools	Monroeton Elementary	64	46.9	53.1	15.6	14.1	54.7	15.6	7.8	53.1	1.6
Rockingham County Schools	John W Dillard Academy	52	59.6	40.4	17.3	7.7	65.4	9.6	23.1	44.2	3.9
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	South End Elementary	65	52.3	47.7	38.5	23.1	32.3	6.2	13.9	55.4	13.9
Rockingham County Schools	Stoneville Elementary	78	41.0	59.0	10.3	24.4	57.7	7.7	18.0	44.9	9.0
Rockingham County Schools	Wentworth Elementary	83	53.0	47.0	8.4	4.8	81.9	4.8	31.3	51.8	1.2
Rockingham County Schools	Williamsburg Elementary	72	44.4	55.6	20.8	30.6	43.1	5.6	12.5	62.5	16.7
Lake Lure Classical Academy	Lake Lure Classical Academy	34	44.1	55.9	.	2.9	79.4	17.7	20.6	44.1	.
Clinton City Schools	Sunset Avenue Elementary	250	52.0	48.0	35.6	40.8	18.4	5.2	9.2	50.4	16.8
Elkin City Schools	Elkin Elementary	95	52.6	47.4	5.3	20.0	68.4	6.3	14.7	34.7	8.4
Washington County Schools	Creswell Elementary	18	55.6	44.4	50.0	16.7	33.3	.	22.2	77.8	16.7
Washington County Schools	Pines Elementary	87	52.9	47.1	82.8	5.8	5.8	5.8	16.1	74.7	3.5

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 4 Reading Demographic Sample Based on 2021–22 Grade 3 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Wilkes County Schools	Boomer-Ferguson Elementary School	21	66.7	33.3	4.8	14.3	61.9	19.1	19.1	71.4	.	
Wilkes County Schools	C B Eller Elementary School	49	59.2	40.8	.	4.1	85.7	10.2	4.1	32.7	.	
Wilkes County Schools	C C Wright Elementary School	48	41.7	58.3	4.2	20.8	58.3	16.7	31.3	62.5	8.3	
Wilkes County Schools	Millers Creek Elementary School	117	54.7	45.3	.	18.0	73.5	8.6	15.4	42.7	8.6	
Wilkes County Schools	Moravian Falls Elementary School	37	43.2	56.8	2.7	37.8	46.0	13.5	8.1	32.4	16.2	
Wilkes County Schools	Mount Pleasant Elementary Schol	36	58.3	41.7	.	8.3	88.9	2.8	19.4	22.2	.	
Wilkes County Schools	Mountain View Elementary School	80	43.8	56.3	.	7.5	90.0	2.5	17.5	46.3	3.8	
Wilkes County Schools	Mulberry Elementary School	75	57.3	42.7	.	25.3	73.3	1.3	10.7	38.7	16.0	
Wilkes County Schools	North Wilkesboro Elementary School	40	47.5	52.5	15.0	32.5	25.0	27.5	17.5	52.5	15.0	
Wilkes County Schools	Roaring River Elementary School	24	45.8	54.2	4.2	12.5	75.0	8.3	12.5	25.0	4.2	
Wilkes County Schools	Ronda-Clingman Elementary School	51	64.7	35.3	.	19.6	70.6	9.8	5.9	35.3	2.0	
Wilkes County Schools	Traphill Elementary School	20	50.0	50.0	.	10.0	90.0	.	25.0	45.0	5.0	
Wilkes County Schools	Wilkesboro Elementary School	59	42.4	57.6	3.4	22.0	66.1	8.5	27.1	33.9	5.1	
Yadkin County Schools	East Bend Elementary	32	43.8	56.3	.	21.9	71.9	6.3	18.8	75.0	9.4	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 5 Mathematics Demographic Sample Based on 2021–22 Grade 4 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
North Carolina Cyber Academy	North Carolina Cyber Academy	193	54.4	45.6	28.0	12.4	33.7	25.9	15.5	53.4	4.7	
Clover Garden School	Clover Garden School	50	48.0	52.0	.	2.0	94.0	4.0	18.0	12.0	2.0	
Bertie County Schools	Aulander Elementary	24	50.0	50.0	70.8	4.2	20.8	4.2	25.0	62.5	.	
Bertie County Schools	West Bertie Elementary	39	43.6	56.4	84.6	5.1	2.6	7.7	23.1	64.1	.	
Bertie County Schools	Colerain Elementary	27	48.2	51.9	74.1	3.7	14.8	7.4	22.2	66.7	3.7	
Bertie County Schools	Windsor Elementary	47	51.1	48.9	74.5	.	12.8	12.8	17.0	59.6	.	
The New Dimensions School	New Dimensions: A Public Charter School	49	38.8	61.2	4.1	2.0	85.7	8.2	14.3	18.4	2.0	
Caldwell County Schools	Baton Elementary	58	50.0	50.0	1.7	1.7	89.7	6.9	13.8	39.7	.	
Caldwell County Schools	Horizons Elementary	15	13.3	86.7	6.7	.	86.7	6.7	46.7	66.7	.	
Caldwell County Schools	Collettsville School	40	52.5	47.5	.	2.5	95.0	2.5	12.5	47.5	.	
Caldwell County Schools	Davenport A+ School	97	50.5	49.5	18.6	35.1	39.2	7.2	12.4	62.9	13.4	
Caldwell County Schools	Dudley Shoals Elementary	79	44.3	55.7	.	6.3	88.6	5.1	12.7	48.1	2.5	
Caldwell County Schools	Gamewell Elementary	138	55.1	44.9	11.6	5.8	76.8	5.8	13.0	42.0	1.5	
Caldwell County Schools	Happy Valley Elementary	23	34.8	65.2	.	.	95.7	4.4	.	52.2	.	
Caldwell County Schools	Hudson Elementary	116	51.7	48.3	.	10.3	81.0	8.6	8.6	47.4	7.8	
Caldwell County Schools	Kings Creek Elementary	18	55.6	44.4	5.6	.	94.4	.	11.1	72.2	.	
Caldwell County Schools	Lower Creek Elementary	71	45.1	54.9	2.8	8.5	77.5	11.3	15.5	32.4	2.8	
Caldwell County Schools	Sawmills Elementary	58	50.0	50.0	.	10.3	87.9	1.7	13.8	48.3	6.9	
Caldwell County Schools	Whitnel Elementary	52	53.9	46.2	7.7	23.1	59.6	9.6	19.2	50.0	9.6	
Hickory City Schools	Viewmont Elementary	81	46.9	53.1	21.0	29.6	28.4	21.0	11.1	59.3	17.3	
Newton-Conover City Schools	South Newton Elementary	61	47.5	52.5	16.4	32.8	32.8	18.0	9.8	54.1	18.0	
Newton-Conover City Schools	North Newton Elementary	79	49.4	50.6	15.2	36.7	24.1	24.1	12.7	64.6	25.3	
Newton-Conover City Schools	Shuford Elementary	*Data not available in 2021-22*										
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available in 2021-22*										
Edenton-Chowan Schools	D F Walker Elementary	135	49.6	50.4	43.7	15.6	38.5	2.2	12.6	61.5	8.2	
Alpha Academy Charter	Alpha Academy Charter	109	49.5	50.5	53.2	22.9	12.8	11.0	12.8	34.9	7.3	
Voyager Academy	Voyager Academy	104	44.2	55.8	20.2	12.5	51.9	15.4	22.1	24.0	4.8	
Carter G Woodson School	Carter G. Woodson School	27	51.9	48.2	40.7	55.6	.	3.7	11.1	70.4	44.4	
Gates County Schools	Buckland	37	48.7	51.4	24.3	5.4	62.2	8.1	32.4	40.5	2.7	
Gates County Schools	Central Middle School	*Data not available in 2021-22*										
Gates County Schools	Gatesville Elementary	49	42.9	57.1	24.5	2.0	67.4	6.1	24.5	34.7	.	
Gates County Schools	T S Cooper Elementary	42	54.8	45.2	21.4	9.5	59.5	9.5	11.9	33.3	2.4	
Graham County Schools	Robbinsville Elementary	86	50.0	50.0	.	3.5	80.2	16.3	14.0	60.5	2.3	
Falls Lake Academy	Falls Lake Academy	82	52.4	47.6	14.6	11.0	64.6	9.8	12.2	25.6	.	
Greene County Schools	Greene County Intermediate	200	46.5	53.5	32.5	35.0	29.5	3.0	12.5	53.0	18.5	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 5 Mathematics Demographic Sample Based on 2021–22 Grade 4 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
Haywood County Schools	Bethel Elementary	77	49.4	50.7	.	10.4	89.6	.	15.6	42.9	5.2	
Haywood County Schools	Clyde Elementary	85	60.0	40.0	.	9.4	87.1	3.5	29.4	55.3	5.9	
Haywood County Schools	Hazelwood Elementary	91	46.2	53.9	.	12.1	78.0	9.9	19.8	41.8	5.5	
Haywood County Schools	Jonathan Valley Elementary	62	38.7	61.3	.	6.5	88.7	4.8	24.2	40.3	4.8	
Haywood County Schools	Meadowbrook Elementary	41	39.0	61.0	.	9.8	85.4	4.9	14.6	41.5	2.4	
Haywood County Schools	North Canton Elementary	62	38.7	61.3	1.6	4.8	88.7	4.8	17.7	37.1	1.6	
Hyde County Schools	Mattamuskeet School	28	42.9	57.1	14.3	21.4	64.3	.	21.4	50.0	3.6	
Johnston County Schools	Cleveland Elementary	162	45.7	54.3	18.5	22.8	53.1	5.6	8.0	16.7	6.8	
Johnston County Schools	West View Elementary	169	46.8	53.3	24.3	17.2	52.7	5.9	17.2	24.3	7.1	
Lee County Schools	BT Bullock Elementary	78	50.0	50.0	19.2	34.6	38.5	7.7	20.5	52.6	12.8	
Lee County Schools	Broadway Elementary	80	52.5	47.5	20.0	35.0	43.8	1.3	12.5	50.0	20.0	
Lee County Schools	Deep River Elementary	95	59.0	41.1	22.1	50.5	23.2	4.2	11.6	53.7	31.6	
Lee County Schools	Greenwood Elementary	95	49.5	50.5	5.3	37.9	45.3	11.6	11.6	41.1	12.6	
Lee County Schools	J Glenn Edwards Elementary	90	42.2	57.8	20.0	42.2	30.0	7.8	14.4	61.1	23.3	
Lee County Schools	Tramway Elementary	87	49.4	50.6	13.8	26.4	59.8	.	23.0	39.1	13.8	
Lee County Schools	J R Ingram Jr Elementary	75	44.0	56.0	18.7	29.3	41.3	10.7	12.0	38.7	14.7	
Lee County Schools	WB Wicker Elementary	96	41.7	58.3	25.0	62.5	11.5	1.0	9.4	67.7	38.5	
Lenoir County Schools	Banks Elementary	83	43.4	56.6	31.3	16.9	48.2	3.6	14.5	39.8	7.2	
Lenoir County Schools	Contentnea-Savannah School	87	39.1	60.9	49.4	19.5	31.0	.	12.6	56.3	5.8	
Lee County Schools	Floyd L Knight Children Center	160	50.0	50.0	42.5	26.3	22.5	8.8	17.5	57.5	17.5	
Lenoir County Schools	Moss Hill Elementary	79	43.0	57.0	20.3	21.5	50.6	7.6	27.9	53.2	8.9	
Lenoir County Schools	Northeast Elementary	91	50.6	49.5	93.4	2.2	1.1	3.3	15.4	83.5	1.1	
Lenoir County Schools	Northwest Elementary	65	50.8	49.2	66.2	10.8	13.9	9.2	13.9	67.7	3.1	
Lenoir County Schools	Pink Hill Elementary	82	56.1	43.9	14.6	29.3	51.2	4.9	20.7	42.7	14.6	
Lenoir County Schools	Southeast Elementary	45	53.3	46.7	95.6	2.2	.	2.2	28.9	84.4	2.2	
Lenoir County Schools	Southwood Elementary	57	45.6	54.4	15.8	10.5	57.9	15.8	22.8	57.9	3.5	
Lincoln County Schools	Pumpkin Center Intermediate	111	51.4	48.7	1.8	5.4	87.4	5.4	18.0	19.8	.	
Sugar Creek Charter School	Sugar Creek Charter School	144	46.5	53.5	81.3	16.7	.	2.1	5.6	68.8	9.7	
Invest Collegiate	Invest Collegiate Transform	34	67.7	32.4	82.4	2.9	8.8	5.9	20.6	55.9	.	
Montgomery County Schools	Candor Elementary	54	46.3	53.7	7.4	57.4	18.5	16.7	5.6	87.0	29.6	
Montgomery County Schools	Green Ridge Elementary	52	46.2	53.9	11.5	55.8	30.8	1.9	7.7	82.7	30.8	
Montgomery County Schools	Mount Gilead Elementary	47	51.1	48.9	44.7	6.4	42.6	6.4	10.6	76.6	4.3	
Montgomery County Schools	Page Street Elementary	86	47.7	52.3	19.8	22.1	50.0	8.1	12.8	64.0	9.3	
Montgomery County Schools	Star Elementary	54	50.0	50.0	3.7	38.9	46.3	11.1	5.6	57.4	9.3	
The Academy of Moore County	The Academy of Moore County	62	45.2	54.8	8.1	11.3	69.4	11.3	8.1	16.1	.	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION												
Grade 5 Mathematics Demographic Sample Based on 2021–22 Grade 4 Enrollment Data												
			Gender (%)		Ethnicity (%)							
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)	
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	45.8	54.2	87.5	.	12.5	.	16.7	70.8	.	
Orange County Schools	Orange County Schools Online Academy	16	56.3	43.8	12.5	18.8	43.8	25.0	25.0	37.5	.	
Orange County Schools	River Park Elementary	89	43.8	56.2	6.7	27.0	59.6	6.7	7.9	32.6	5.6	
Orange County Schools	Central Elememtary	57	49.1	50.9	36.8	26.3	29.8	7.0	8.8	64.9	14.0	
Orange County Schools	Efland Cheeks Elementary	82	54.9	45.1	19.5	30.5	34.2	15.9	13.4	56.1	18.3	
Orange County Schools	Grady Brown Elementary	67	44.8	55.2	10.5	35.8	44.8	9.0	13.4	53.7	20.9	
Orange County Schools	Hillsborough Elementary	66	53.0	47.0	10.6	1.5	80.3	7.6	15.2	9.1	.	
Orange County Schools	New Hope Elementary	85	51.8	48.2	8.2	48.2	36.5	7.1	12.9	67.1	38.8	
Orange County Schools	Pathways Elementary	68	41.2	58.8	16.2	8.8	67.7	7.4	22.1	47.1	7.4	
Bethel Hill Charter	Bethel Hill Charter	68	64.7	35.3	13.2	5.9	67.7	13.2	7.4	51.5	1.5	
Polk County Schools	Polk Central Elementary	57	50.9	49.1	3.5	12.3	71.9	12.3	14.0	29.8	8.8	
Polk County Schools	Sunny View Elementary School	17	64.7	35.3	.	5.9	88.2	5.9	11.8	52.9	.	
Richmond County Schools	East Rockingham Elementary	92	41.3	58.7	34.8	14.1	41.3	9.8	21.7	78.3	10.9	
Richmond County Schools	Fairview Heights Elementary	86	45.4	54.7	32.6	5.8	44.2	17.4	19.8	57.0	1.2	
Richmond County Schools	L J Bell Elementary	87	49.4	50.6	36.8	3.5	46.0	13.8	5.8	52.9	2.3	
Richmond County Schools	Mineral Springs Elementary	55	43.6	56.4	23.6	18.2	38.2	20.0	27.3	60.0	10.9	
Richmond County Schools	Monroe Avenue Elementary	71	43.7	56.3	54.9	4.2	28.2	12.7	12.7	76.1	4.2	
Richmond County Schools	West Rockingham Elementary	41	53.7	46.3	29.3	22.0	46.3	2.4	14.6	65.9	19.5	
Richmond County Schools	Washington Street Elementary	85	44.7	55.3	64.7	2.4	22.4	10.6	7.1	68.2	3.5	
Rockingham County Schools	Bethany Elementary	80	46.3	53.8	5.0	7.5	86.3	1.3	21.3	36.3	2.5	
Rockingham County Schools	Central Elementary	92	46.7	53.3	30.4	16.3	43.5	9.8	16.3	44.6	7.6	
Rockingham County Schools	Douglass Elementary	61	44.3	55.7	24.6	11.5	55.7	8.2	21.3	63.9	8.2	
Rockingham County Schools	Huntsville Elementary	70	51.4	48.6	8.6	24.3	60.0	7.1	22.9	44.3	17.1	
Rockingham County Schools	Leaksville-Spray Elementary	57	57.9	42.1	17.5	22.8	49.1	10.5	15.8	57.9	7.0	
Rockingham County Schools	Lincoln Elementary	50	34.0	66.0	10.0	10.0	74.0	6.0	14.0	42.0	.	
Rockingham County Schools	Monroeton Elementary	71	52.1	47.9	26.8	18.3	47.9	7.0	7.0	50.7	8.5	
Rockingham County Schools	John W Dillard Academy	55	47.3	52.7	10.9	3.6	78.2	7.3	21.8	45.5	3.6	
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*										
Rockingham County Schools	South End Elementary	73	41.1	58.9	50.7	11.0	24.7	13.7	9.6	52.1	4.1	
Rockingham County Schools	Stoneville Elementary	54	51.9	48.2	3.7	20.4	59.3	16.7	11.1	59.3	9.3	
Rockingham County Schools	Wentworth Elementary	80	43.8	56.3	12.5	11.3	63.8	12.5	21.3	36.3	2.5	
Rockingham County Schools	Williamsburg Elementary	103	55.3	44.7	24.3	29.1	34.0	12.6	17.5	52.4	13.6	
Lake Lure Classical Academy	Lake Lure Classical Academy	30	50.0	50.0	.	6.7	80.0	13.3	13.3	63.3	.	
Clinton City Schools	Sunset Avenue Elementary	274	53.3	46.7	31.8	40.9	20.4	6.9	5.5	40.9	19.3	
Elkin City Schools	Elkin Elementary	99	53.5	46.5	4.0	24.2	67.7	4.0	14.1	30.3	13.1	

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Mathematics Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Washington County Schools	Creswell Elementary	20	65.0	35.0	60.0	10.0	20.0	10.0	25.0	60.0	15.0
Washington County Schools	Pines Elementary	68	52.9	47.1	89.7	7.4	1.5	1.5	23.5	80.9	2.9
Wilkes County Schools	Boomer-Ferguson Elementary School	23	52.2	47.8	8.7	8.7	56.5	26.1	8.7	69.6	.
Wilkes County Schools	C B Eller Elementary School	49	46.9	53.1	.	8.2	85.7	6.1	10.2	42.9	4.1
Wilkes County Schools	C C Wright Elementary School	58	51.7	48.3	8.6	19.0	60.3	12.1	29.3	48.3	6.9
Wilkes County Schools	Millers Creek Elementary School	120	49.2	50.8	0.8	15.0	79.2	5.0	10.8	37.5	7.5
Wilkes County Schools	Moravian Falls Elementary School	39	59.0	41.0	5.1	30.8	56.4	7.7	12.8	41.0	10.3
Wilkes County Schools	Mount Pleasant Elementary Schol	31	48.4	51.6	.	3.2	90.3	6.5	9.7	19.4	.
Wilkes County Schools	Mountain View Elementary School	65	40.0	60.0	1.5	7.7	83.1	7.7	18.5	38.5	1.5
Wilkes County Schools	Mulberry Elementary School	76	46.1	54.0	2.6	17.1	72.4	7.9	19.7	43.4	7.9
Wilkes County Schools	North Wilkesboro Elementary School	50	38.0	62.0	12.0	44.0	26.0	18.0	4.0	72.0	28.0
Wilkes County Schools	Roaring River Elementary School	21	47.6	52.4	4.8	14.3	76.2	4.8	14.3	23.8	9.5
Wilkes County Schools	Ronda-Clingman Elementary School	45	53.3	46.7	.	13.3	86.7	.	13.3	26.7	4.4
Wilkes County Schools	Traphill Elementary School	19	42.1	57.9	.	15.8	84.2	.	26.3	57.9	.
Wilkes County Schools	Wilkesboro Elementary School	56	53.6	46.4	3.6	23.2	58.9	14.3	16.1	33.9	10.7
Yadkin County Schools	East Bend Elementary	31	48.4	51.6	.	9.7	90.3	.	32.3	80.7	6.5

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Reading Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	193	54.4	45.6	28.0	12.4	33.7	25.9	15.5	53.4	4.7
Clover Garden School	Clover Garden School	50	48.0	52.0	.	2.0	94.0	4.0	18.0	12.0	2.0
Bertie County Schools	Aulander Elementary	24	50.0	50.0	70.8	4.2	20.8	4.2	25.0	62.5	.
Bertie County Schools	West Bertie Elementary	39	43.6	56.4	84.6	5.1	2.6	7.7	23.1	64.1	.
Bertie County Schools	Colerain Elementary	27	48.2	51.9	74.1	3.7	14.8	7.4	22.2	66.7	3.7
Bertie County Schools	Windsor Elementary	47	51.1	48.9	74.5	.	12.8	12.8	17.0	59.6	.
The New Dimensions School	New Dimensions: A Public Charter School	49	38.8	61.2	4.1	2.0	85.7	8.2	14.3	18.4	2.0
Caldwell County Schools	Baton Elementary	58	50.0	50.0	1.7	1.7	89.7	6.9	13.8	39.7	.
Caldwell County Schools	Horizons Elementary	15	13.3	86.7	6.7	.	86.7	6.7	46.7	66.7	.
Caldwell County Schools	Collettsville School	40	52.5	47.5	.	2.5	95.0	2.5	12.5	47.5	.
Caldwell County Schools	Davenport A+ School	97	50.5	49.5	18.6	35.1	39.2	7.2	12.4	62.9	13.4
Caldwell County Schools	Dudley Shoals Elementary	79	44.3	55.7	.	6.3	88.6	5.1	12.7	48.1	2.5
Caldwell County Schools	Gamewell Elementary	138	55.1	44.9	11.6	5.8	76.8	5.8	13.0	42.0	1.5
Caldwell County Schools	Happy Valley Elementary	23	34.8	65.2	.	.	95.7	4.4	.	52.2	.
Caldwell County Schools	Hudson Elementary	116	51.7	48.3	.	10.3	81.0	8.6	8.6	47.4	7.8
Caldwell County Schools	Kings Creek Elementary	18	55.6	44.4	5.6	.	94.4	.	11.1	72.2	.
Caldwell County Schools	Lower Creek Elementary	71	45.1	54.9	2.8	8.5	77.5	11.3	15.5	32.4	2.8
Caldwell County Schools	Sawmills Elementary	58	50.0	50.0	.	10.3	87.9	1.7	13.8	48.3	6.9
Caldwell County Schools	Whitnel Elementary	52	53.9	46.2	7.7	23.1	59.6	9.6	19.2	50.0	9.6
Hickory City Schools	Viewmont Elementary	81	46.9	53.1	21.0	29.6	28.4	21.0	11.1	59.3	17.3
Newton-Conover City Schools	South Newton Elementary	61	47.5	52.5	16.4	32.8	32.8	18.0	9.8	54.1	18.0
Newton-Conover City Schools	North Newton Elementary	79	49.4	50.6	15.2	36.7	24.1	24.1	12.7	64.6	25.3
Newton-Conover City Schools	Shuford Elementary	*Data not available in 2021-22*									
Cherokee Central Schools (Federal)	Cherokee Elementary	*Data not available in 2021-22*									
Edenton-Chowan Schools	D F Walker Elementary	135	49.6	50.4	43.7	15.6	38.5	2.2	12.6	61.5	8.2
Alpha Academy Charter	Alpha Academy Charter	109	49.5	50.5	53.2	22.9	12.8	11.0	12.8	34.9	7.3
Voyager Academy	Voyager Academy	104	44.2	55.8	20.2	12.5	51.9	15.4	22.1	24.0	4.8
Carter G Woodson School	Carter G. Woodson School	27	51.9	48.2	40.7	55.6	.	3.7	11.1	70.4	44.4
Gates County Schools	Buckland	37	48.7	51.4	24.3	5.4	62.2	8.1	32.4	40.5	2.7
Gates County Schools	Gatesville Elementary	49	42.9	57.1	24.5	2.0	67.4	6.1	24.5	34.7	.
Gates County Schools	T S Cooper Elementary	42	54.8	45.2	21.4	9.5	59.5	9.5	11.9	33.3	2.4
Graham County Schools	Robbinsville Elementary	86	50.0	50.0	.	3.5	80.2	16.3	14.0	60.5	2.3
Falls Lake Academy	Falls Lake Academy	82	52.4	47.6	14.6	11.0	64.6	9.8	12.2	25.6	.
Greene County Schools	Greene County Intermediate	200	46.5	53.5	32.5	35.0	29.5	3.0	12.5	53.0	18.5
Haywood County Schools	Bethel Elementary	77	49.4	50.7	.	10.4	89.6	.	15.6	42.9	5.2

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Reading Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Haywood County Schools	Clyde Elementary	85	60.0	40.0	.	9.4	87.1	3.5	29.4	55.3	5.9
Haywood County Schools	Hazelwood Elementary	91	46.2	53.9	.	12.1	78.0	9.9	19.8	41.8	5.5
Haywood County Schools	Jonathan Valley Elementary	62	38.7	61.3	.	6.5	88.7	4.8	24.2	40.3	4.8
Haywood County Schools	Meadowbrook Elementary	41	39.0	61.0	.	9.8	85.4	4.9	14.6	41.5	2.4
Haywood County Schools	North Canton Elementary	62	38.7	61.3	1.6	4.8	88.7	4.8	17.7	37.1	1.6
Hyde County Schools	Mattamuskeet School	28	42.9	57.1	14.3	21.4	64.3	.	21.4	50.0	3.6
Johnston County Schools	Cleveland Elementary	162	45.7	54.3	18.5	22.8	53.1	5.6	8.0	16.7	6.8
Johnston County Schools	West View Elementary	169	46.8	53.3	24.3	17.2	52.7	5.9	17.2	24.3	7.1
Lee County Schools	BT Bullock Elementary	78	50.0	50.0	19.2	34.6	38.5	7.7	20.5	52.6	12.8
Lee County Schools	Broadway Elementary	80	52.5	47.5	20.0	35.0	43.8	1.3	12.5	50.0	20.0
Lee County Schools	Deep River Elementary	95	59.0	41.1	22.1	50.5	23.2	4.2	11.6	53.7	31.6
Lee County Schools	Greenwood Elementary	95	49.5	50.5	5.3	37.9	45.3	11.6	11.6	41.1	12.6
Lee County Schools	J Glenn Edwards Elementary	90	42.2	57.8	20.0	42.2	30.0	7.8	14.4	61.1	23.3
Lee County Schools	Tramway Elementary	87	49.4	50.6	13.8	26.4	59.8	.	23.0	39.1	13.8
Lee County Schools	J R Ingram Jr Elementary	75	44.0	56.0	18.7	29.3	41.3	10.7	12.0	38.7	14.7
Lee County Schools	WB Wicker Elementary	96	41.7	58.3	25.0	62.5	11.5	1.0	9.4	67.7	38.5
Lenoir County Schools	Banks Elementary	83	43.4	56.6	31.3	16.9	48.2	3.6	14.5	39.8	7.2
Lenoir County Schools	Contentnea-Savannah School	87	39.1	60.9	49.4	19.5	31.0	.	12.6	56.3	5.8
Lee County Schools	Floyd L Knight Children Center	160	50.0	50.0	42.5	26.3	22.5	8.8	17.5	57.5	17.5
Lenoir County Schools	Moss Hill Elementary	79	43.0	57.0	20.3	21.5	50.6	7.6	27.9	53.2	8.9
Lenoir County Schools	Northeast Elementary	91	50.6	49.5	93.4	2.2	1.1	3.3	15.4	83.5	1.1
Lenoir County Schools	Northwest Elementary	65	50.8	49.2	66.2	10.8	13.9	9.2	13.9	67.7	3.1
Lenoir County Schools	Pink Hill Elementary	82	56.1	43.9	14.6	29.3	51.2	4.9	20.7	42.7	14.6
Lenoir County Schools	Southeast Elementary	45	53.3	46.7	95.6	2.2	.	2.2	28.9	84.4	2.2
Lenoir County Schools	Southwood Elementary	57	45.6	54.4	15.8	10.5	57.9	15.8	22.8	57.9	3.5
Lincoln County Schools	Pumpkin Center Intermediate	111	51.4	48.7	1.8	5.4	87.4	5.4	18.0	19.8	.
Sugar Creek Charter School	Sugar Creek Charter School	144	46.5	53.5	81.3	16.7	.	2.1	5.6	68.8	9.7
Invest Collegiate	Invest Collegiate Transform	34	67.7	32.4	82.4	2.9	8.8	5.9	20.6	55.9	.
Montgomery County Schools	Candor Elementary	54	46.3	53.7	7.4	57.4	18.5	16.7	5.6	87.0	29.6
Montgomery County Schools	Green Ridge Elementary	52	46.2	53.9	11.5	55.8	30.8	1.9	7.7	82.7	30.8
Montgomery County Schools	Mount Gilead Elementary	47	51.1	48.9	44.7	6.4	42.6	6.4	10.6	76.6	4.3
Montgomery County Schools	Page Street Elementary	86	47.7	52.3	19.8	22.1	50.0	8.1	12.8	64.0	9.3
Montgomery County Schools	Star Elementary	54	50.0	50.0	3.7	38.9	46.3	11.1	5.6	57.4	9.3
The Academy of Moore County	The Academy of Moore County	62	45.2	54.8	8.1	11.3	69.4	11.3	8.1	16.1	.
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	24	45.8	54.2	87.5	.	12.5	.	16.7	70.8	.

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Reading Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Orange County Schools	Orange County Schools Online Academy	16	56.3	43.8	12.5	18.8	43.8	25.0	25.0	37.5	.
Orange County Schools	River Park Elementary	89	43.8	56.2	6.7	27.0	59.6	6.7	7.9	32.6	5.6
Orange County Schools	Central Elememtary	57	49.1	50.9	36.8	26.3	29.8	7.0	8.8	64.9	14.0
Orange County Schools	Efland Cheeks Elementary	82	54.9	45.1	19.5	30.5	34.2	15.9	13.4	56.1	18.3
Orange County Schools	Grady Brown Elementary	67	44.8	55.2	10.5	35.8	44.8	9.0	13.4	53.7	20.9
Orange County Schools	Hillsborough Elementary	66	53.0	47.0	10.6	1.5	80.3	7.6	15.2	9.1	.
Orange County Schools	New Hope Elementary	85	51.8	48.2	8.2	48.2	36.5	7.1	12.9	67.1	38.8
Orange County Schools	Pathways Elementary	68	41.2	58.8	16.2	8.8	67.7	7.4	22.1	47.1	7.4
Bethel Hill Charter	Bethel Hill Charter	68	64.7	35.3	13.2	5.9	67.7	13.2	7.4	51.5	1.5
Polk County Schools	Polk Central Elementary	57	50.9	49.1	3.5	12.3	71.9	12.3	14.0	29.8	8.8
Polk County Schools	Sunny View Elementary School	17	64.7	35.3	.	5.9	88.2	5.9	11.8	52.9	.
Richmond County Schools	East Rockingham Elementary	92	41.3	58.7	34.8	14.1	41.3	9.8	21.7	78.3	10.9
Richmond County Schools	Fairview Heights Elementary	86	45.4	54.7	32.6	5.8	44.2	17.4	19.8	57.0	1.2
Richmond County Schools	L J Bell Elementary	87	49.4	50.6	36.8	3.5	46.0	13.8	5.8	52.9	2.3
Richmond County Schools	Mineral Springs Elementary	55	43.6	56.4	23.6	18.2	38.2	20.0	27.3	60.0	10.9
Richmond County Schools	Monroe Avenue Elementary	71	43.7	56.3	54.9	4.2	28.2	12.7	12.7	76.1	4.2
Richmond County Schools	West Rockingham Elementary	41	53.7	46.3	29.3	22.0	46.3	2.4	14.6	65.9	19.5
Richmond County Schools	Washington Street Elementary	85	44.7	55.3	64.7	2.4	22.4	10.6	7.1	68.2	3.5
Rockingham County Schools	Bethany Elementary	80	46.3	53.8	5.0	7.5	86.3	1.3	21.3	36.3	2.5
Rockingham County Schools	Central Elementary	92	46.7	53.3	30.4	16.3	43.5	9.8	16.3	44.6	7.6
Rockingham County Schools	Douglass Elementary	61	44.3	55.7	24.6	11.5	55.7	8.2	21.3	63.9	8.2
Rockingham County Schools	Huntsville Elementary	70	51.4	48.6	8.6	24.3	60.0	7.1	22.9	44.3	17.1
Rockingham County Schools	Leaksville-Spray Elementary	57	57.9	42.1	17.5	22.8	49.1	10.5	15.8	57.9	7.0
Rockingham County Schools	Lincoln Elementary	50	34.0	66.0	10.0	10.0	74.0	6.0	14.0	42.0	.
Rockingham County Schools	Monroeton Elementary	71	52.1	47.9	26.8	18.3	47.9	7.0	7.0	50.7	8.5
Rockingham County Schools	John W Dillard Academy	55	47.3	52.7	10.9	3.6	78.2	7.3	21.8	45.5	3.6
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	South End Elementary	73	41.1	58.9	50.7	11.0	24.7	13.7	9.6	52.1	4.1
Rockingham County Schools	Stoneville Elementary	54	51.9	48.2	3.7	20.4	59.3	16.7	11.1	59.3	9.3
Rockingham County Schools	Wentworth Elementary	80	43.8	56.3	12.5	11.3	63.8	12.5	21.3	36.3	2.5
Rockingham County Schools	Williamsburg Elementary	103	55.3	44.7	24.3	29.1	34.0	12.6	17.5	52.4	13.6
Lake Lure Classical Academy	Lake Lure Classical Academy	30	50.0	50.0	.	6.7	80.0	13.3	13.3	63.3	.
Clinton City Schools	Sunset Avenue Elementary	274	53.3	46.7	31.8	40.9	20.4	6.9	5.5	40.9	19.3
Elkin City Schools	Elkin Elementary	99	53.5	46.5	4.0	24.2	67.7	4.0	14.1	30.3	13.1
Washington County Schools	Creswell Elementary	20	65.0	35.0	60.0	10.0	20.0	10.0	25.0	60.0	15.0

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 5 Reading Demographic Sample Based on 2021–22 Grade 4 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Washington County Schools	Pines Elementary	68	52.9	47.1	89.7	7.4	1.5	1.5	23.5	80.9	2.9
Wilkes County Schools	Boomer-Ferguson Elementary School	23	52.2	47.8	8.7	8.7	56.5	26.1	8.7	69.6	.
Wilkes County Schools	C B Eller Elementary School	49	46.9	53.1	.	8.2	85.7	6.1	10.2	42.9	4.1
Wilkes County Schools	C C Wright Elementary School	58	51.7	48.3	8.6	19.0	60.3	12.1	29.3	48.3	6.9
Wilkes County Schools	Millers Creek Elementary School	120	49.2	50.8	0.8	15.0	79.2	5.0	10.8	37.5	7.5
Wilkes County Schools	Moravian Falls Elementary School	39	59.0	41.0	5.1	30.8	56.4	7.7	12.8	41.0	10.3
Wilkes County Schools	Mount Pleasant Elementary Schol	31	48.4	51.6	.	3.2	90.3	6.5	9.7	19.4	.
Wilkes County Schools	Mountain View Elementary School	65	40.0	60.0	1.5	7.7	83.1	7.7	18.5	38.5	1.5
Wilkes County Schools	Mulberry Elementary School	76	46.1	54.0	2.6	17.1	72.4	7.9	19.7	43.4	7.9
Wilkes County Schools	North Wilkesboro Elementary School	50	38.0	62.0	12.0	44.0	26.0	18.0	4.0	72.0	28.0
Wilkes County Schools	Roaring River Elementary School	21	47.6	52.4	4.8	14.3	76.2	4.8	14.3	23.8	9.5
Wilkes County Schools	Ronda-Clingman Elementary School	45	53.3	46.7	.	13.3	86.7	.	13.3	26.7	4.4
Wilkes County Schools	Traphill Elementary School	19	42.1	57.9	.	15.8	84.2	.	26.3	57.9	.
Wilkes County Schools	Wilkesboro Elementary School	56	53.6	46.4	3.6	23.2	58.9	14.3	16.1	33.9	10.7
Yadkin County Schools	East Bend Elementary	31	48.4	51.6	.	9.7	90.3	.	32.3	80.7	6.5

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 7 Mathematics Demographic Sample Based on 2021–22 Grade 6 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	275	46.9	53.1	36.0	12.4	41.5	10.2	17.8	59.3	3.3
Clover Garden School	Clover Garden School	51	58.8	41.2	5.9	7.8	84.3	2.0	13.7	15.7	.
Bertie County Schools	Bertie Middle	133	40.6	59.4	79.7	3.8	9.8	6.8	18.8	62.4	2.3
The New Dimensions School	New Dimensions: A Public Charter School	47	63.8	36.2	2.1	.	93.6	4.3	8.5	10.6	.
Caldwell County Schools	Collettsville School	47	46.8	53.2	.	4.3	91.5	4.3	17.0	38.3	.
Caldwell County Schools	Gamewell Middle	189	46.0	54.0	10.6	19.1	60.9	9.5	14.8	65.1	3.7
Caldwell County Schools	Granite Falls Middle	177	49.2	50.9	2.8	12.4	80.2	4.5	14.1	33.9	3.4
Caldwell County Schools	Happy Valley Elementary	18	50.0	50.0	5.6	11.1	77.8	5.6	27.8	50.0	.
Caldwell County Schools	Hudson Middle	222	48.7	51.4	1.4	8.1	85.1	5.4	7.7	37.8	1.8
Caldwell County Schools	Kings Creek Elementary	19	31.6	68.4	.	.	94.7	5.3	15.8	26.3	.
Caldwell County Schools	William Lenoir Middle	176	43.8	56.3	8.5	15.9	68.8	6.8	11.4	38.1	6.8
Hickory City Schools	Grandview Middle	154	50.7	49.4	25.3	29.2	25.3	20.1	21.4	66.9	16.9
Newton-Conover City Schools	Newton-Conover Middle	199	44.2	55.8	11.6	34.2	35.2	19.1	17.1	56.8	18.6
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available in 2021-22*									
Edenton-Chowan Schools	Chowan Middle	147	49.0	51.0	44.2	11.6	37.4	6.8	9.5	63.3	6.1
Alpha Academy Charter	Alpha Academy Charter	102	53.9	46.1	57.8	16.7	12.8	12.8	8.8	28.4	3.9
Voyager Academy	Voyager Academy	104	48.1	51.9	17.3	9.6	62.5	10.6	13.5	14.4	.
Carter G Woodson School	Carter G. Woodson School	51	39.2	60.8	47.1	52.9	.	.	17.7	70.6	35.3
Gates County Schools	Central Middle School	127	54.3	45.7	26.0	2.4	63.8	7.9	12.6	43.3	0.8
Graham County Schools	Robbinsville Middle	100	48.0	52.0	1.0	5.0	70.0	24.0	13.0	64.0	1.0
Falls Lake Academy	Falls Lake Academy	79	54.4	45.6	11.4	12.7	70.9	5.1	10.1	17.7	.
Greene County Schools	Greene County Middle	245	47.4	52.7	33.5	35.1	27.4	4.1	11.8	53.9	15.5
Haywood County Schools	Bethel Middle School	94	47.9	52.1	.	7.5	91.5	1.1	16.0	41.5	2.1
Haywood County Schools	Canton Middle School	163	52.2	47.9	1.8	12.3	81.6	4.3	18.4	48.5	3.7
Haywood County Schools	Waynesville Middle School	238	45.8	54.2	1.3	9.2	81.5	8.0	25.6	44.1	3.8
Hyde County Schools	Mattamuskeet School	*Data not available in 2021-22*									
Johnston County Schools	Cleveland Middle	331	50.2	49.9	17.8	19.3	54.7	8.2	12.1	25.4	3.6
Lee County Schools	East Lee Middle	200	49.0	51.0	23.5	39.0	32.0	5.5	12.0	48.0	14.5
Lee County Schools	SanLee Middle School	307	54.7	45.3	21.2	39.1	34.2	5.5	12.7	43.7	9.8
Lee County Schools	J R Ingram Jr Elementary	*Data not available in 2021-22*									
Lee County Schools	West Lee Middle	254	53.9	46.1	21.7	40.6	31.9	5.9	8.7	45.3	13.4
Lenoir County Schools	E B Frink Middle	191	46.6	53.4	40.8	18.9	36.7	3.7	16.8	46.1	7.3
Lee County Schools	Floyd L Knight Children Center	*Data not available in 2021-22*									
Lenoir County Schools	Rochelle Middle	160	53.8	46.3	87.5	3.8	1.3	7.5	21.3	76.9	3.8
Lenoir County Schools	Woodington Middle	184	44.0	56.0	14.7	27.7	51.1	6.5	21.2	50.5	6.5

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 7 Mathematics Demographic Sample Based on 2021–22 Grade 6 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Sugar Creek Charter School	Sugar Creek Charter School	145	49.0	51.0	80.0	14.5	.	5.5	6.2	75.2	9.0
Lake Norman Charter	Lake Norman Charter	200	55.5	44.5	11.5	5.0	58.0	25.5	4.5	7.0	2.0
Invest Collegiate	Invest Collegiate Transform	36	61.1	38.9	86.1	8.3	.	5.6	.	55.6	2.8
Montgomery County Schools	East Middle	147	42.2	57.8	17.0	52.4	23.1	7.5	8.2	78.9	10.9
Montgomery County Schools	West Middle	114	40.4	59.7	23.7	21.1	44.7	10.5	11.4	65.8	3.5
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	19	52.6	47.4	84.2	.	10.5	5.3	21.1	79.0	.
Orange County Schools	A L Stanback Middle	208	50.0	50.0	9.6	44.2	39.9	6.3	16.8	58.7	20.2
Orange County Schools	Orange Middle	189	47.6	52.4	13.8	13.2	64.6	8.5	13.8	33.3	7.9
Orange County Schools	Gravelly Hill Middle	173	47.4	52.6	23.7	27.8	41.0	7.5	12.7	49.7	11.6
Richmond County Schools	Ellerbe Middle	69	55.1	44.9	29.0	18.8	42.0	10.1	23.2	52.2	2.9
Richmond County Schools	Hamlet Middle	143	47.6	52.5	37.1	11.2	39.9	11.9	21.7	71.3	3.5
Richmond County Schools	Ashley Chapel	*Data not available in 2021-22*									
Richmond County Schools	Rockingham Middle	215	47.9	52.1	40.0	9.8	40.5	9.8	12.1	60.0	2.8
Richmond County Schools	Cordova Middle	96	47.9	52.1	25.0	21.9	42.7	10.4	19.8	66.7	5.2
Rockingham County Schools	J E Holmes Middle	222	47.3	52.7	26.1	15.3	48.2	10.4	14.4	47.3	3.6
Rockingham County Schools	Reidsville Middle	210	45.2	54.8	36.7	21.4	31.0	11.0	16.7	53.3	8.6
Rockingham County Schools	Rockingham County Middle	248	42.7	57.3	10.5	8.9	75.8	4.8	17.7	42.7	2.8
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	Western Rockingham Middle	185	51.4	48.7	12.4	18.9	63.8	4.9	13.5	44.9	6.5
Lake Lure Classical Academy	Lake Lure Classical Academy	48	52.1	47.9	.	6.3	91.7	2.1	16.7	47.9	2.1
Clinton City Schools	Sampson Middle School	238	50.4	49.6	36.6	39.5	15.6	8.4	7.1	49.2	10.1
Scotland County Schools	Carver Middle School	218	56.4	43.6	41.3	5.1	29.8	23.9	23.9	64.2	0.5
Scotland County Schools	Shaw Academy	*Data not available in 2021-22*									
Scotland County Schools	Spring Hill Middle	222	51.4	48.7	51.4	3.6	18.5	26.6	21.6	67.1	1.4
Elkin City Schools	Elkin Middle	*Data not available in 2021-22*									
Elkin City Schools	Global E-Learning Academy	16	31.3	68.8	.	25.0	62.5	12.5	18.8	43.8	6.3
Washington County Schools	Washington County Middle	76	47.4	52.6	79.0	6.6	7.9	6.6	11.8	68.4	2.6
Wilkes County Schools	Central Wilkes Middle School	213	47.4	52.6	8.9	26.8	50.7	13.6	12.2	43.2	8.9
Wilkes County Schools	East Wilkes Middle School	122	51.6	48.4	.	9.0	86.1	4.9	13.9	37.7	3.3
Wilkes County Schools	North Wilkes Middle School	135	53.3	46.7	1.5	15.6	79.3	3.7	12.6	37.0	5.9
Wilkes County Schools	West Wilkes Middle School	143	51.8	48.3	0.7	10.5	85.3	3.5	9.8	28.7	2.8

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 7 Reading Demographic Sample Based on 2021–22 Grade 6 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	275	46.9	53.1	36.0	12.4	41.5	10.2	17.8	59.3	3.3
Clover Garden School	Clover Garden School	51	58.8	41.2	5.9	7.8	84.3	2.0	13.7	15.7	.
Bertie County Schools	Bertie Middle	133	40.6	59.4	79.7	3.8	9.8	6.8	18.8	62.4	2.3
The New Dimensions School	New Dimensions: A Public Charter School	47	63.8	36.2	2.1	.	93.6	4.3	8.5	10.6	.
Caldwell County Schools	Collettsville School	47	46.8	53.2	.	4.3	91.5	4.3	17.0	38.3	.
Caldwell County Schools	Gamewell Middle	189	46.0	54.0	10.6	19.1	60.9	9.5	14.8	65.1	3.7
Caldwell County Schools	Granite Falls Middle	177	49.2	50.9	2.8	12.4	80.2	4.5	14.1	33.9	3.4
Caldwell County Schools	Happy Valley Elementary	18	50.0	50.0	5.6	11.1	77.8	5.6	27.8	50.0	.
Caldwell County Schools	Hudson Middle	222	48.7	51.4	1.4	8.1	85.1	5.4	7.7	37.8	1.8
Caldwell County Schools	Kings Creek Elementary	19	31.6	68.4	.	.	94.7	5.3	15.8	26.3	.
Caldwell County Schools	William Lenoir Middle	176	43.8	56.3	8.5	15.9	68.8	6.8	11.4	38.1	6.8
Hickory City Schools	Grandview Middle	154	50.7	49.4	25.3	29.2	25.3	20.1	21.4	66.9	16.9
Newton-Conover City Schools	Newton-Conover Middle	199	44.2	55.8	11.6	34.2	35.2	19.1	17.1	56.8	18.6
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available in 2021-22*									
Edenton-Chowan Schools	Chowan Middle	147	49.0	51.0	44.2	11.6	37.4	6.8	9.5	63.3	6.1
Alpha Academy Charter	Alpha Academy Charter	102	53.9	46.1	57.8	16.7	12.8	12.8	8.8	28.4	3.9
Voyager Academy	Voyager Academy	104	48.1	51.9	17.3	9.6	62.5	10.6	13.5	14.4	.
Carter G Woodson School	Carter G. Woodson School	51	39.2	60.8	47.1	52.9	.	.	17.7	70.6	35.3
Gates County Schools	Central Middle School	127	54.3	45.7	26.0	2.4	63.8	7.9	12.6	43.3	0.8
Graham County Schools	Robbinsville Middle	100	48.0	52.0	1.0	5.0	70.0	24.0	13.0	64.0	1.0
Falls Lake Academy	Falls Lake Academy	79	54.4	45.6	11.4	12.7	70.9	5.1	10.1	17.7	.
Greene County Schools	Greene County Middle	245	47.4	52.7	33.5	35.1	27.4	4.1	11.8	53.9	15.5
Haywood County Schools	Bethel Middle School	94	47.9	52.1	.	7.5	91.5	1.1	16.0	41.5	2.1
Haywood County Schools	Canton Middle School	163	52.2	47.9	1.8	12.3	81.6	4.3	18.4	48.5	3.7
Haywood County Schools	Waynesville Middle School	238	45.8	54.2	1.3	9.2	81.5	8.0	25.6	44.1	3.8
Hyde County Schools	Mattamuskeet School	*Data not available in 2021-22*									
Johnston County Schools	Cleveland Middle	331	50.2	49.9	17.8	19.3	54.7	8.2	12.1	25.4	3.6
Lee County Schools	East Lee Middle	200	49.0	51.0	23.5	39.0	32.0	5.5	12.0	48.0	14.5
Lee County Schools	SanLee Middle School	307	54.7	45.3	21.2	39.1	34.2	5.5	12.7	43.7	9.8
Lee County Schools	West Lee Middle	254	53.9	46.1	21.7	40.6	31.9	5.9	8.7	45.3	13.4
Lenoir County Schools	E B Frink Middle	191	46.6	53.4	40.8	18.9	36.7	3.7	16.8	46.1	7.3
Lee County Schools	Floyd L Knight Children Center	*Data not available in 2021-22*									
Lenoir County Schools	Rochelle Middle	160	53.8	46.3	87.5	3.8	1.3	7.5	21.3	76.9	3.8
Lenoir County Schools	Woodington Middle	184	44.0	56.0	14.7	27.7	51.1	6.5	21.2	50.5	6.5
Lincoln Charter School	Lincoln Charter School	208	50.0	50.0	6.3	10.1	77.9	5.8	8.7	23.6	1.0

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 7 Reading Demographic Sample Based on 2021–22 Grade 6 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Sugar Creek Charter School	Sugar Creek Charter School	145	49.0	51.0	80.0	14.5	.	5.5	6.2	75.2	9.0
Invest Collegiate	Invest Collegiate Transform	36	61.1	38.9	86.1	8.3	.	5.6	.	55.6	2.8
Montgomery County Schools	East Middle	147	42.2	57.8	17.0	52.4	23.1	7.5	8.2	78.9	10.9
Montgomery County Schools	West Middle	114	40.4	59.7	23.7	21.1	44.7	10.5	11.4	65.8	3.5
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	19	52.6	47.4	84.2	.	10.5	5.3	21.1	79.0	.
Orange County Schools	A L Stanback Middle	208	50.0	50.0	9.6	44.2	39.9	6.3	16.8	58.7	20.2
Orange County Schools	Orange Middle	189	47.6	52.4	13.8	13.2	64.6	8.5	13.8	33.3	7.9
Orange County Schools	Gravelly Hill Middle	173	47.4	52.6	23.7	27.8	41.0	7.5	12.7	49.7	11.6
Richmond County Schools	Ellerbe Middle	69	55.1	44.9	29.0	18.8	42.0	10.1	23.2	52.2	2.9
Richmond County Schools	Hamlet Middle	143	47.6	52.5	37.1	11.2	39.9	11.9	21.7	71.3	3.5
Richmond County Schools	Ashley Chapel	*Data not available in 2021-22*									
Richmond County Schools	Rockingham Middle	215	47.9	52.1	40.0	9.8	40.5	9.8	12.1	60.0	2.8
Richmond County Schools	Cordova Middle	96	47.9	52.1	25.0	21.9	42.7	10.4	19.8	66.7	5.2
Rockingham County Schools	J E Holmes Middle	222	47.3	52.7	26.1	15.3	48.2	10.4	14.4	47.3	3.6
Rockingham County Schools	Reidsville Middle	210	45.2	54.8	36.7	21.4	31.0	11.0	16.7	53.3	8.6
Rockingham County Schools	Rockingham County Middle	248	42.7	57.3	10.5	8.9	75.8	4.8	17.7	42.7	2.8
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	Western Rockingham Middle	185	51.4	48.7	12.4	18.9	63.8	4.9	13.5	44.9	6.5
Lake Lure Classical Academy	Lake Lure Classical Academy	48	52.1	47.9	.	6.3	91.7	2.1	16.7	47.9	2.1
Clinton City Schools	Sampson Middle School	238	50.4	49.6	36.6	39.5	15.6	8.4	7.1	49.2	10.1
Scotland County Schools	Carver Middle School	218	56.4	43.6	41.3	5.1	29.8	23.9	23.9	64.2	0.5
Scotland County Schools	Shaw Academy		100.0	.	100.0	.	.	.	.	100.0	.
Scotland County Schools	Spring Hill Middle	222	51.4	48.7	51.4	3.6	18.5	26.6	21.6	67.1	1.4
Elkin City Schools	Elkin Middle	*Data not available in 2021-22*									
Elkin City Schools	Global E-Learning Academy	16	31.3	68.8	.	25.0	62.5	12.5	18.8	43.8	6.3
Washington County Schools	Washington County Middle	76	47.4	52.6	79.0	6.6	7.9	6.6	11.8	68.4	2.6
Wilkes County Schools	Central Wilkes Middle School	213	47.4	52.6	8.9	26.8	50.7	13.6	12.2	43.2	8.9
Wilkes County Schools	East Wilkes Middle School	122	51.6	48.4	.	9.0	86.1	4.9	13.9	37.7	3.3
Wilkes County Schools	North Wilkes Middle School	135	53.3	46.7	1.5	15.6	79.3	3.7	12.6	37.0	5.9
Wilkes County Schools	West Wilkes Middle School	143	51.8	48.3	0.7	10.5	85.3	3.5	9.8	28.7	2.8

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 8 Mathematics Demographic Sample Based on 2021–22 Grade 7 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	321	51.7	48.3	30.8	15.9	42.7	10.6	15.6	58.9	3.4
Clover Garden School	Clover Garden School	66	56.1	43.9	4.6	7.6	83.3	4.6	9.1	15.2	.
Bertie County Schools	Bertie Middle	175	46.3	53.7	82.9	2.3	6.9	8.0	14.3	63.4	.
The New Dimensions School	New Dimensions: A Public Charter School	40	57.5	42.5	7.5	5.0	75.0	12.5	10.0	17.5	.
Caldwell County Schools	Gateway School	16	25.0	75.0	12.5	18.8	56.3	12.5	43.8	62.5	.
Caldwell County Schools	Collettsville School	33	39.4	60.6	3.0	12.1	78.8	6.1	18.2	54.6	.
Caldwell County Schools	Gamewell Middle	167	46.7	53.3	8.4	22.2	58.1	11.4	16.8	56.9	9.0
Caldwell County Schools	Granite Falls Middle	215	47.9	52.1	1.9	7.9	86.1	4.2	14.0	30.2	1.4
Caldwell County Schools	Happy Valley Elementary	29	51.7	48.3	.	3.5	89.7	6.9	17.2	34.5	.
Caldwell County Schools	Hudson Middle	204	46.6	53.4	2.0	10.3	81.4	6.4	9.3	43.1	3.4
Caldwell County Schools	Kings Creek Elementary	19	36.8	63.2	5.3	10.5	79.0	5.3	21.1	52.6	.
Caldwell County Schools	William Lenoir Middle	193	57.0	43.0	10.9	19.7	61.7	7.8	8.8	44.0	7.8
Hickory City Schools	Grandview Middle	155	43.2	56.8	21.9	32.9	27.7	17.4	19.4	56.1	11.0
Newton-Conover City Schools	Newton-Conover Middle	247	53.9	46.2	10.5	31.6	41.3	16.6	10.5	57.1	13.8
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available in 2021-22*									
Edenton-Chowan Schools	Chowan Middle	144	41.7	58.3	48.6	10.4	30.6	10.4	9.0	61.8	2.8
Alpha Academy Charter	Alpha Academy Charter	96	50.0	50.0	53.1	25.0	11.5	10.4	5.2	26.0	5.2
Voyager Academy	Voyager Academy	103	51.5	48.5	31.1	6.8	49.5	12.6	12.6	23.3	1.0
Carter G Woodson School	Carter G. Woodson School	48	43.8	56.3	37.5	62.5	.	.	10.4	58.3	43.8
Gates County Schools	Central Middle School	129	49.6	50.4	37.2	1.6	56.6	4.7	17.8	41.1	.
Graham County Schools	Robbinsville Middle	73	49.3	50.7	1.4	4.1	78.1	16.4	17.8	58.9	.
Falls Lake Academy	Falls Lake Academy	78	52.6	47.4	9.0	2.6	71.8	16.7	14.1	28.2	.
Greene County Schools	Greene County Middle	221	48.4	51.6	37.6	35.8	24.0	2.7	13.1	52.5	9.5
Haywood County Schools	Bethel Middle School	72	44.4	55.6	.	8.3	88.9	2.8	13.9	44.4	1.4
Haywood County Schools	Canton Middle School	158	55.7	44.3	2.5	9.5	85.4	2.5	22.8	59.5	1.3
Haywood County Schools	Waynesville Middle School	269	51.7	48.3	1.1	11.9	80.7	6.3	20.8	43.5	6.0
Hyde County Schools	Mattamuskeet School	*Data not available in 2021-22*									
Hyde County Schools	Ocracoke School	20	60.0	40.0	.	55.0	45.0	.	20.0	25.0	10.0
Johnston County Schools	Cleveland Middle	358	51.1	48.9	21.0	19.8	49.2	10.1	8.9	23.5	5.3
Lee County Schools	East Lee Middle	196	51.5	48.5	22.5	38.3	34.2	5.1	12.2	49.0	13.8
Lee County Schools	SanLee Middle School	288	44.4	55.6	20.5	45.5	30.9	3.1	13.2	50.7	10.8
Lee County Schools	West Lee Middle	245	46.1	53.9	21.6	46.1	26.5	5.7	9.8	46.9	13.9
Lenoir County Schools	E B Frink Middle	194	51.0	49.0	44.3	18.6	31.4	5.7	21.7	49.0	4.6
Lee County Schools	Floyd L Knight Children Center	*Data not available in 2021-22*									
Lenoir County Schools	Rochelle Middle	174	56.3	43.7	87.9	5.8	1.2	5.2	22.4	77.0	1.7
Lenoir County Schools	Woodington Middle	219	50.7	49.3	15.5	23.7	54.3	6.4	18.7	42.5	7.3

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 8 Mathematics Demographic Sample Based on 2021–22 Grade 7 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Lincoln Charter School	Lincoln Charter School	209	52.6	47.4	5.3	11.5	76.6	6.7	3.8	21.1	1.4
Sugar Creek Charter School	Sugar Creek Charter School	158	56.3	43.7	77.9	19.0	0.6	2.5	8.2	71.5	8.2
Lake Norman Charter	Lake Norman Charter	200	48.0	52.0	16.5	5.5	54.5	23.5	5.0	3.5	1.0
Invest Collegiate	Invest Collegiate Transform	57	40.4	59.7	75.4	12.3	.	12.3	8.8	43.9	1.8
Montgomery County Schools	East Middle	171	47.4	52.6	15.8	49.1	28.7	6.4	7.0	72.5	9.9
Montgomery County Schools	West Middle	115	45.2	54.8	28.7	14.8	47.0	9.6	11.3	60.9	0.9
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	28	39.3	60.7	85.7	3.6	3.6	7.1	28.6	64.3	.
Orange County Schools	Orange County Schools Online Academy	15	53.3	46.7	13.3	13.3	46.7	26.7	20.0	26.7	.
Orange County Schools	A L Stanback Middle	221	43.4	56.6	8.6	45.7	38.5	7.2	13.1	52.0	19.5
Orange County Schools	Orange Middle	173	54.9	45.1	10.4	22.5	61.3	5.8	12.7	31.8	6.4
Orange County Schools	Gravelly Hill Middle	138	47.1	52.9	20.3	20.3	47.8	11.6	11.6	45.7	8.7
Richmond County Schools	Ellerbe Middle	80	57.5	42.5	27.5	28.8	32.5	11.3	10.0	53.8	16.3
Richmond County Schools	Hamlet Middle	183	56.3	43.7	38.8	9.8	40.4	10.9	18.0	63.9	1.6
Richmond County Schools	Ashley Chapel	22	31.8	68.2	81.8	9.1	4.6	4.6	31.8	86.4	.
Richmond County Schools	Rockingham Middle	231	49.4	50.7	44.6	9.1	36.4	10.0	14.3	68.8	3.9
Richmond County Schools	Cordova Middle	105	51.4	48.6	33.3	17.1	41.0	8.6	15.2	71.4	7.6
Rockingham County Schools	J E Holmes Middle	232	54.7	45.3	26.3	18.1	44.8	10.8	17.7	49.6	5.2
Rockingham County Schools	Reidsville Middle	237	49.0	51.1	41.4	21.1	27.9	9.7	19.4	48.1	7.2
Rockingham County Schools	Rockingham County Middle	271	52.4	47.6	11.4	11.1	68.6	8.9	15.1	41.3	0.7
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	Western Rockingham Middle	206	41.3	58.7	11.2	22.3	58.3	8.3	13.6	38.4	5.8
Lake Lure Classical Academy	Lake Lure Classical Academy	58	43.1	56.9	3.5	5.2	87.9	3.5	20.7	48.3	1.7
Clinton City Schools	Sampson Middle School	232	46.1	53.9	32.3	39.2	20.7	7.8	9.1	43.5	14.2
Scotland County Schools	Carver Middle School	256	43.8	56.3	49.2	3.1	30.1	17.6	21.5	65.2	0.4
Scotland County Schools	Spring Hill Middle	228	45.6	54.4	51.3	4.0	21.1	23.7	20.2	64.9	1.3
Elkin City Schools	Elkin Middle	97	45.4	54.6	3.1	21.7	71.1	4.1	10.3	24.7	8.3
Washington County Schools	Washington County Middle	87	56.3	43.7	82.8	9.2	4.6	3.5	17.2	66.7	2.3
Wilkes County Schools	Central Wilkes Middle School	222	47.8	52.3	10.4	23.4	56.3	9.9	16.2	47.8	10.4
Wilkes County Schools	East Wilkes Middle School	133	50.4	49.6	2.3	6.8	86.5	4.5	9.8	26.3	3.0
Wilkes County Schools	North Wilkes Middle School	138	50.0	50.0	0.7	14.5	81.2	3.6	12.3	43.5	4.4
Wilkes County Schools	West Wilkes Middle School	180	39.4	60.6	1.1	11.7	83.3	3.9	14.4	37.8	6.1

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 8 Reading Demographic Sample Based on 2021–22 Grade 7 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
North Carolina Cyber Academy	North Carolina Cyber Academy	321	51.7	48.3	30.8	15.9	42.7	10.6	15.6	58.9	3.4
Clover Garden School	Clover Garden School	66	56.1	43.9	4.6	7.6	83.3	4.6	9.1	15.2	.
Bertie County Schools	Bertie Middle	175	46.3	53.7	82.9	2.3	6.9	8.0	14.3	63.4	.
The New Dimensions School	New Dimensions: A Public Charter School	40	57.5	42.5	7.5	5.0	75.0	12.5	10.0	17.5	.
Caldwell County Schools	Gateway School	16	25.0	75.0	12.5	18.8	56.3	12.5	43.8	62.5	.
Caldwell County Schools	Collettsville School	33	39.4	60.6	3.0	12.1	78.8	6.1	18.2	54.6	.
Caldwell County Schools	Gamewell Middle	167	46.7	53.3	8.4	22.2	58.1	11.4	16.8	56.9	9.0
Caldwell County Schools	Granite Falls Middle	215	47.9	52.1	1.9	7.9	86.1	4.2	14.0	30.2	1.4
Caldwell County Schools	Happy Valley Elementary	29	51.7	48.3	.	3.5	89.7	6.9	17.2	34.5	.
Caldwell County Schools	Hudson Middle	204	46.6	53.4	2.0	10.3	81.4	6.4	9.3	43.1	3.4
Caldwell County Schools	Kings Creek Elementary	19	36.8	63.2	5.3	10.5	79.0	5.3	21.1	52.6	.
Caldwell County Schools	William Lenoir Middle	193	57.0	43.0	10.9	19.7	61.7	7.8	8.8	44.0	7.8
Hickory City Schools	Grandview Middle	155	43.2	56.8	21.9	32.9	27.7	17.4	19.4	56.1	11.0
Newton-Conover City Schools	Newton-Conover Middle	247	53.9	46.2	10.5	31.6	41.3	16.6	10.5	57.1	13.8
Cherokee Central Schools (Federal)	Cherokee Middle	*Data not available in 2021-22*									
Edenton-Chowan Schools	Chowan Middle	144	41.7	58.3	48.6	10.4	30.6	10.4	9.0	61.8	2.8
Alpha Academy Charter	Alpha Academy Charter	96	50.0	50.0	53.1	25.0	11.5	10.4	5.2	26.0	5.2
Voyager Academy	Voyager Academy	103	51.5	48.5	31.1	6.8	49.5	12.6	12.6	23.3	1.0
Carter G Woodson School	Carter G. Woodson School	48	43.8	56.3	37.5	62.5	.	.	10.4	58.3	43.8
Gates County Schools	Central Middle School	129	49.6	50.4	37.2	1.6	56.6	4.7	17.8	41.1	.
Graham County Schools	Robbinsville Middle	73	49.3	50.7	1.4	4.1	78.1	16.4	17.8	58.9	.
Falls Lake Academy	Falls Lake Academy	78	52.6	47.4	9.0	2.6	71.8	16.7	14.1	28.2	.
Greene County Schools	Greene County Middle	221	48.4	51.6	37.6	35.8	24.0	2.7	13.1	52.5	9.5
Haywood County Schools	Bethel Middle School	72	44.4	55.6	.	8.3	88.9	2.8	13.9	44.4	1.4
Haywood County Schools	Canton Middle School	158	55.7	44.3	2.5	9.5	85.4	2.5	22.8	59.5	1.3
Haywood County Schools	Waynesville Middle School	269	51.7	48.3	1.1	11.9	80.7	6.3	20.8	43.5	6.0
Hyde County Schools	Mattamuskeet School	*Data not available in 2021-22*									
Hyde County Schools	Ocracoke School	20	60.0	40.0	.	55.0	45.0	.	20.0	25.0	10.0
Johnston County Schools	Cleveland Middle	358	51.1	48.9	21.0	19.8	49.2	10.1	8.9	23.5	5.3
Lee County Schools	East Lee Middle	196	51.5	48.5	22.5	38.3	34.2	5.1	12.2	49.0	13.8
Lee County Schools	SanLee Middle School	288	44.4	55.6	20.5	45.5	30.9	3.1	13.2	50.7	10.8
Lee County Schools	West Lee Middle	245	46.1	53.9	21.6	46.1	26.5	5.7	9.8	46.9	13.9
Lenoir County Schools	E B Frink Middle	194	51.0	49.0	44.3	18.6	31.4	5.7	21.7	49.0	4.6
Lee County Schools	Floyd L Knight Children Center	*Data not available in 2021-22*									
Lenoir County Schools	Rochelle Middle	174	56.3	43.7	87.9	5.8	1.2	5.2	22.4	77.0	1.7

2022–23 PILOT VOLUNTEER SCHOOL DEMOGRAPHIC INFORMATION											
Grade 8 Reading Demographic Sample Based on 2021–22 Grade 7 Enrollment Data											
			Gender (%)		Ethnicity (%)						
LEA Name	School Name	All	Female	Male	Black	Hispanic	White	Other	SWD (%)	EDS (%)	Els (%)
Lenoir County Schools	Woodington Middle	219	50.7	49.3	15.5	23.7	54.3	6.4	18.7	42.5	7.3
Sugar Creek Charter School	Sugar Creek Charter School	158	56.3	43.7	77.9	19.0	0.6	2.5	8.2	71.5	8.2
Invest Collegiate	Invest Collegiate Transform	57	40.4	59.7	75.4	12.3	.	12.3	8.8	43.9	1.8
Montgomery County Schools	East Middle	171	47.4	52.6	15.8	49.1	28.7	6.4	7.0	72.5	9.9
Montgomery County Schools	West Middle	115	45.2	54.8	28.7	14.8	47.0	9.6	11.3	60.9	0.9
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	28	39.3	60.7	85.7	3.6	3.6	7.1	28.6	64.3	.
Orange County Schools	Orange County Schools Online Academy	15	53.3	46.7	13.3	13.3	46.7	26.7	20.0	26.7	.
Orange County Schools	A L Stanback Middle	221	43.4	56.6	8.6	45.7	38.5	7.2	13.1	52.0	19.5
Orange County Schools	Orange Middle	173	54.9	45.1	10.4	22.5	61.3	5.8	12.7	31.8	6.4
Orange County Schools	Gravelly Hill Middle	138	47.1	52.9	20.3	20.3	47.8	11.6	11.6	45.7	8.7
Richmond County Schools	Ellerbe Middle	80	57.5	42.5	27.5	28.8	32.5	11.3	10.0	53.8	16.3
Richmond County Schools	Hamlet Middle	183	56.3	43.7	38.8	9.8	40.4	10.9	18.0	63.9	1.6
Richmond County Schools	Ashley Chapel	22	31.8	68.2	81.8	9.1	4.6	4.6	31.8	86.4	.
Richmond County Schools	Rockingham Middle	231	49.4	50.7	44.6	9.1	36.4	10.0	14.3	68.8	3.9
Richmond County Schools	Cordova Middle	105	51.4	48.6	33.3	17.1	41.0	8.6	15.2	71.4	7.6
Rockingham County Schools	J E Holmes Middle	232	54.7	45.3	26.3	18.1	44.8	10.8	17.7	49.6	5.2
Rockingham County Schools	Reidsville Middle	237	49.0	51.1	41.4	21.1	27.9	9.7	19.4	48.1	7.2
Rockingham County Schools	Rockingham County Middle	271	52.4	47.6	11.4	11.1	68.6	8.9	15.1	41.3	0.7
Rockingham County Schools	The SCORE Center	*Data not available in 2021-22*									
Rockingham County Schools	Western Rockingham Middle	206	41.3	58.7	11.2	22.3	58.3	8.3	13.6	38.4	5.8
Lake Lure Classical Academy	Lake Lure Classical Academy	58	43.1	56.9	3.5	5.2	87.9	3.5	20.7	48.3	1.7
Clinton City Schools	Sampson Middle School	232	46.1	53.9	32.3	39.2	20.7	7.8	9.1	43.5	14.2
Scotland County Schools	Carver Middle School	256	43.8	56.3	49.2	3.1	30.1	17.6	21.5	65.2	0.4
Scotland County Schools	Spring Hill Middle	228	45.6	54.4	51.3	4.0	21.1	23.7	20.2	64.9	1.3
Elkin City Schools	Elkin Middle	97	45.4	54.6	3.1	21.7	71.1	4.1	10.3	24.7	8.3
Washington County Schools	Washington County Middle	87	56.3	43.7	82.8	9.2	4.6	3.5	17.2	66.7	2.3
Wilkes County Schools	Central Wilkes Middle School	222	47.8	52.3	10.4	23.4	56.3	9.9	16.2	47.8	10.4
Wilkes County Schools	East Wilkes Middle School	133	50.4	49.6	2.3	6.8	86.5	4.5	9.8	26.3	3.0
Wilkes County Schools	North Wilkes Middle School	138	50.0	50.0	0.7	14.5	81.2	3.6	12.3	43.5	4.4
Wilkes County Schools	West Wilkes Middle School	180	39.4	60.6	1.1	11.7	83.3	3.9	14.4	37.8	6.1

Part IV Appendices

IV-01: NC Technical Advisors Agenda (September 2021)

NC Technical Advisors Meeting Agenda (Day 1)
Thursday, September 16, 2021
Remote – Microsoft TEAMS Meeting
Click here to join the meeting

	Topic	Lead*	Action
9:00–9:15 am	Welcome & Introductions. Review and Updates	Kinge Mbella	Information
9:15 –10:30 am	EOG and EOC 2021 State Results Summary	Curtis Sonneman	Information and Discussion
10:30–11:30 am	Effect of Covid-19 Related Disruption on EOG and EOC scores	UNCG OAERS	Information and Discussion
11:30–12:00 noon	Standard Setting Overview Lessons Learned 2021	DRC	Information and Discussion
12:00–1:30 pm	Lunch		
1:30–3:00 pm	Entry and Exit Criteria for Alternate WIDA-ACCESS Assessment	Thakur Karkee	Information and Discussion
3:00–3:30 pm	Universal Design Features for Online Assessments	Psychometric Team	Discussion
3:30 pm	Adjourn for the day		

*The Psychometric Team for the North Carolina Department of Public Instruction/Accountability Services Division includes Dr. Tammy Howard, Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

NC Technical Advisors Meeting Agenda (Day 2)
Friday, September 17, 2021
Remote – Microsoft TEAMS Meeting
Click here to join the meeting

	Topic	Lead*	Action
9:00–9:30 am	Edition 5 Lexile Linking Updates	MetaMetrics	Information and Discussion
9:30–10:30 am	IADA Flex Summative Simulation Study Plan	Psychometric Team	Discussion and Recommendations
10:30–12:00 Noon	IADA Flex Summative Design, Calibration, and Scaling	UNCG OAERS	Discussion and Recommendations
12:00–1:30 pm	Lunch		
1:30–2:30 pm	EOG and EOC Plans 2022	Psychometric Team	Discussion
2:30–3:00 pm	Other Business, Next Meeting	Dr. Tammy Howard	Information and Wrap Up
3:00 pm	Meeting Adjourned		

* The Psychometric Team for the North Carolina Department of Public Instruction/Accountability Services Division includes Dr. Tammy Howard, Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

IV-02: NC Technical Advisors Agenda (March 2022)

NC Technical Advisors Meeting Agenda (Day 1)
Thursday, March 17, 2022
Remote – Microsoft TEAMS Meeting
Click here to join the meeting

	Topic	Lead*	Action
9:00–9:30 am	Welcome & Introductions. Review and Updates	Dr. Tammy Howard	Information
9:30–10:30 am	ESSA School Identification Review	Dr. Tammy Howard Curtis Sonneman	Information and Discussion
10:30–10:45 am	Break		
10:45–12:00 am	COVID-19 Impact Analysis of Lost Instructional Time	Dr. Michael Maher Dr. Jeni Corn	Information
12:00–1:30 pm	Lunch		
1:30–3:00 pm	Field Test Item Parameter Linking	UNCG OAERS	Information and Recommendations
3:00 pm	Adjourn for the day		

*The Psychometric Team for the North Carolina Department of Public Instruction/Accountability Services Division includes Dr. Tammy Howard, Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

NC Technical Advisors Meeting Agenda (Day 2)
Friday, March 18, 2022
Remote – Microsoft TEAMS Meeting
Click here to join the meeting

	Topic	Lead*	Action
9:00–10:30 am	IADA External Partnerships	The Friday Institute Dr. Chris Brandt	Information and Discussion
10:30–10:45 am	Break		
10:45–12:00 am	IADA Routing Proposals	UNCG OAERS	Discussion and Recommendations
12:00–1:30 pm	Lunch		
1:30–2:30 pm	USED Assessment Grants Competency Based Assessment	Psychometric Team	Discussion and Recommendations
2:30–3:00 pm	Other Business, Next Meeting	Dr. Tammy Howard	Information and Wrap Up
3:00 pm	Meeting Adjourned		

* The Psychometric Team for the North Carolina Department of Public Instruction/Accountability Services Division includes Dr. Tammy Howard, Director, Dr. Kinge Mbella, Lead Psychometrician, and Dr. Thakur Karkee

IV-03: UNCG Routing Study Presentation

IADA Design Routing Analysis

March 18, 2022

Overview

- Purpose of the study
- Data
- Methods
  - Routing Functions
- Results
  - NCPAT 1&2 Studies
  - Routing Studies
- Conclusions for the studies
- Limitations
- Questions & Discussion

Note

The analyses performed in this study were based on the initial IADA discussions from 2019. They do not reflect any recent developments in the project.

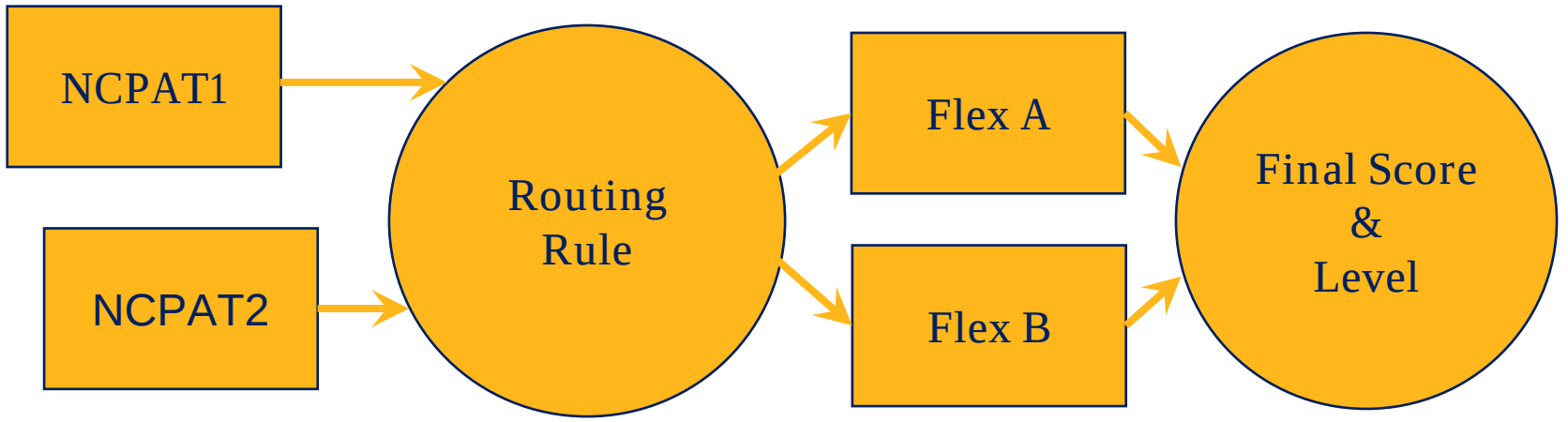
Purpose of the study

- Investigated the impact of different routing rules on student classifications for the NCPAT system.
  - The proposed NCPAT system is intended to administer more information targeted forms to students.
- Explored the influence of using different combinations of NC check-ins for routing.
  - DPI would like to consider providing flexibility to schools for the different combinations of NCPAT forms they can administer.

Data

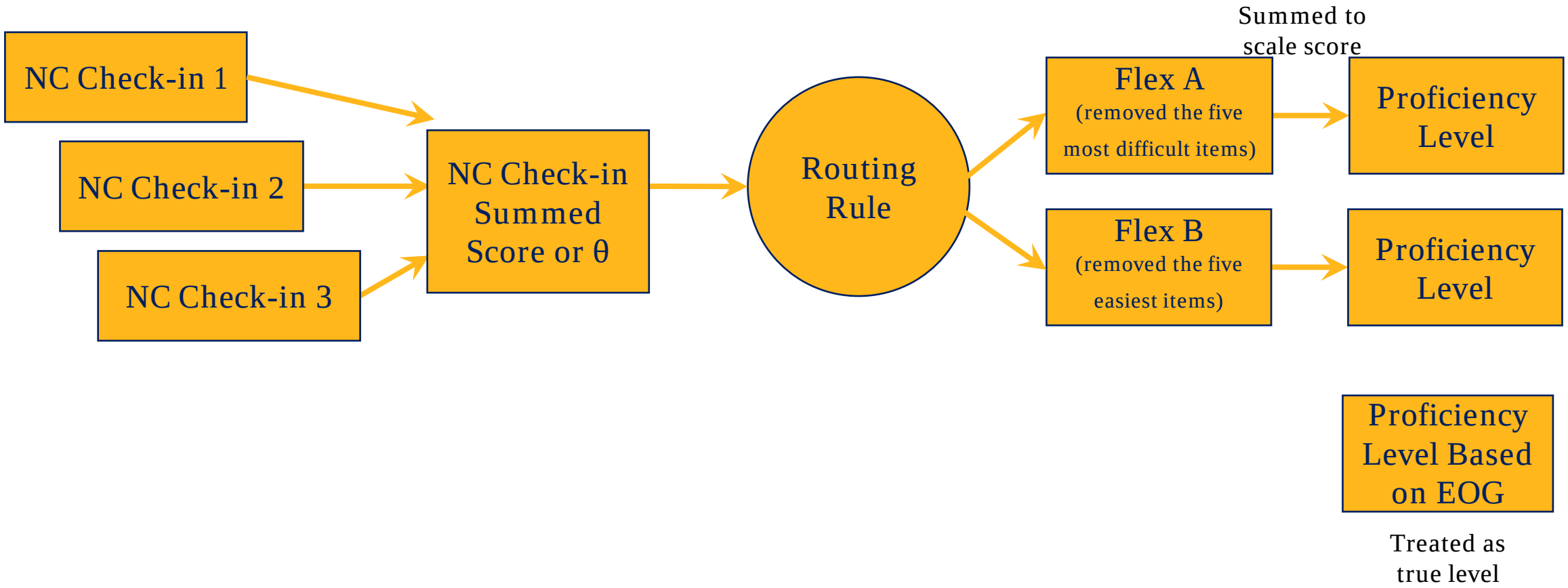
- Grade 4 Math Assessments
  - NC Check-in 1, 2, 3
  - EOG Forms A/M
  - Complete Match Cases: N = 13,286
- Grade 7 ELA Assessments
  - NC Check-in 1, 2, 3
  - EOG Forms B/N
  - Complete Match Cases: N = 22,586

Methods: IADA Proposed Model

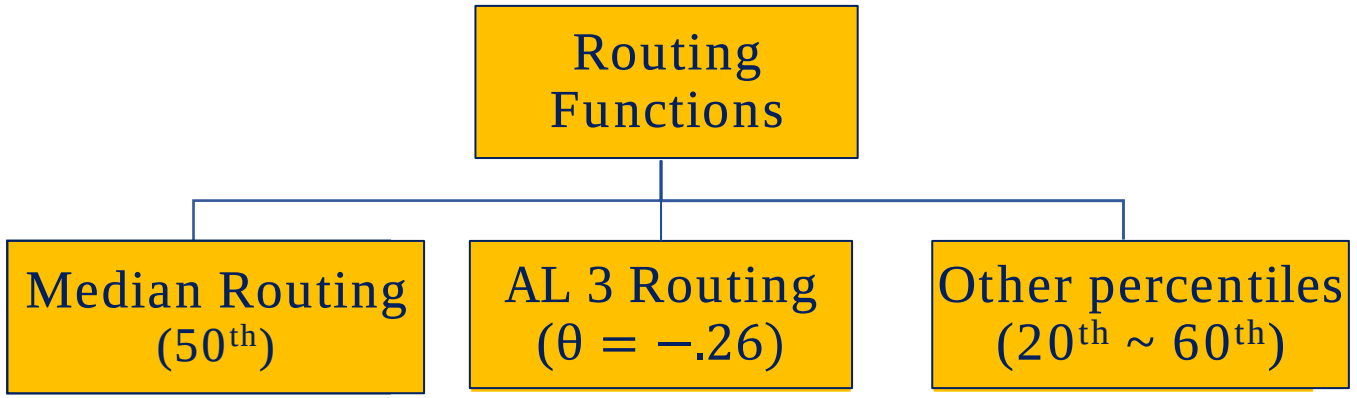


-Students will need to complete two interims to be included in the multi-staged routing.

Methods (Cont.): Mimicked the model



Methods (Cont.): Routing Functions



Median in the “high" category

Low	High
6618	6668

1	2	3	4	5
2282	2826	758	4868	2552

- Routing rules were applied to NC check-in summed scores and θs.
- AL3 cut corresponds to the 38th percentile cut.

196

Note

- θ*s* for the NC Check-ins were estimated in two different ways:
  1. Each NC Check-in was calibrated separately. Then, item parameters for the NC Check-ins were merged and used to estimate θs using the summed to scale score conversion.
  2. Responses for the NC Check-ins were merged and calibrated. θs were estimated using the summed to scale score conversion.
- Results obtained with NC Check-in summed scores and θs were very similar; therefore, only results obtained with the summed scores are provided here.
- Results for Grade 4 Math and Grade 7 ELA were similar; therefore, only results for Grade 4 Math are provided here.

Research Questions for NCPAT1&2 Studies

- Are NCPAT1&2 tests reliable enough to be used in the routing function?
- Do differences in pacing across schools introduce differential performance?

Result: NCPAT1&2 Studies

Reliability and Summary of classical item statistics on NC Check-in Forms

	NC Check-in 1		NC Check-in 2		NC Check-in 3	
Coefficient α	.817		.858		.858	
Classical Item Statistics	**p-value**	**biserial**	**p-value**	**biserial**	**p-value**	**biserial**
Mean	.474	.488	.484	.519	.506	.580
SD	.149	.130	.120	.140	.157	.150
Max	.737	.693	.741	.733	.909	.802
Min	.105	.180	.256	.215	.148	.306

Agreements rates on Flex form assignment associated with various combinations of NC Check-ins using the AL 3 cut

	NC Check-in 1,2	NC Check-in 1,3	NC Check-in 2,3	NC Check-in 1,2,3
NC Check-in 1,2	1.000	0.890	0.892	0.928
NC Check-in 1,3	0.890	1.000	0.918	0.946
NC Check-in 2,3	0.892	0.918	1.000	0.951
NC Check-in 1,2,3	0.928	0.946	0.951	1.000

200

Agreements rates on proficiency classification associated with various combinations of NC Check-ins using the AL 3 cut

	NC Check-in 1,2	NC Check-in 1,3	NC Check-in 2,3	NC Check-in 1,2,3
NC Check-in 1,2	1.000	0.992	0.993	0.995
NC Check-in 1,3	0.992	1.000	0.995	0.996
NC Check-in 2,3	0.993	0.995	1.000	0.997
NC Check-in 1,2,3	0.995	0.996	0.997	1.000

Conclusions for NCPAT1&2 Studies

- Assumed to be randomly equivalent groups.
- If schools that choose different combinations of the NC Check-ins are systematically different, then the results presented here might not hold.

Research Questions for Routing Studies

- How well do NCPAT1&2 predict final classification/scores?
  - Are current benchmark tests predictive of current EOGs?
- What is the impact of different routing rules on student classifications?

Result (Cont.): Routing Studies

	R^2 (Adjusted)
NC Check-in 1,2,3	.769
NC Check-in 1,2	.716
NC Check-in 1,3	.744
NC Check-in 2,3	.749

Classification of students' true proficiency level against their projected proficiency level with the AL 3 routing rule

		Proficiency level based on the shorter targeted form	
		Non-proficient	**Proficient**
Proficiency level based on the full EOG form	**Non-proficient**	5,058 (99%)	50 (1%)
	Proficient	215 (3%)	7,963 (97%)

Classification of students' true proficiency level against their projected proficiency level with the 50th percentile (median) routing rule

		Proficiency level based on the shorter targeted form	
		Non-proficient	**Proficient**
Proficiency level based on the full EOG form	**Non-proficient**	5,043 (99%)	65 (1%)
	Proficient	219 (3%)	7,959 (97%)

Conclusions for Routing Studies

- Median routing rule exposes an equal number of students to the two shorter targeted forms.
- AL 3 routing provides conceptual convenience as it represents the grade level proficiency.

Limitations

- Students who were administered different combinations of the NC Check-ins were assumed to be randomly equivalent.
  - The percentiles used to choose the cut score have the same meaning despite the fact that different combinations of NC Check-in forms could be used in different schools.
  - However, if the schools that choose different combinations of the NCPAT forms are systematically different, then the results presented in this study might not hold.
- Two information targeted forms were simulated using existing EOG data - This may not reflect the real situation.

Questions & Discussion

IV-04: Center for Improvement in Educational Assessment Evaluation of North Carolina's IADA Authority Presentation

Evaluation of North Carolina's IADA Authority

Chris Brandt
The National Center for the Improvement of Educational Assessment

March 18, 2022
TAC Meeting
Raleigh, NC

Two Evaluation Purposes

- Compliance
- Formative

Evaluation Purpose #1

- **Document and determine compliance:** Did NCDPI adhere to the requirements associated with the federal IADA authority and Senate Bill 621?

- **Senate Bill 621, Section 2.(a):** *It is the intent of the General Assembly that the State move toward a through-grade assessment model, in which all State-mandated assessments are administered in multiple short testing events throughout the school year rather than in a single long testing event at the end of the year.*

Evaluation Questions: Compliance

1. What is North Carolina's current plan for designing, developing, piloting, and scaling a new innovative assessment program under IADA?
2. How did circumstances influence NCPAT's evolution since IADA approval?
3. What future adjustments does NCDPI anticipate to its IADA plan and why?
4. Does the IADA plan adhere to federal and state legislative requirements?
5. Is NCDPI on track to implementing the plan in this current fiscal year?
6. Is the North Carolina Personal Assessment Tool likely to meet its ultimate purposes?

Evaluation Purpose #2

- **Inform improvement:** What are stakeholders' perceptions of the NC Interims and reporting tools, and how can it inform recommendations for NCDPI to improve NCPAT as it expands to include more and more schools?

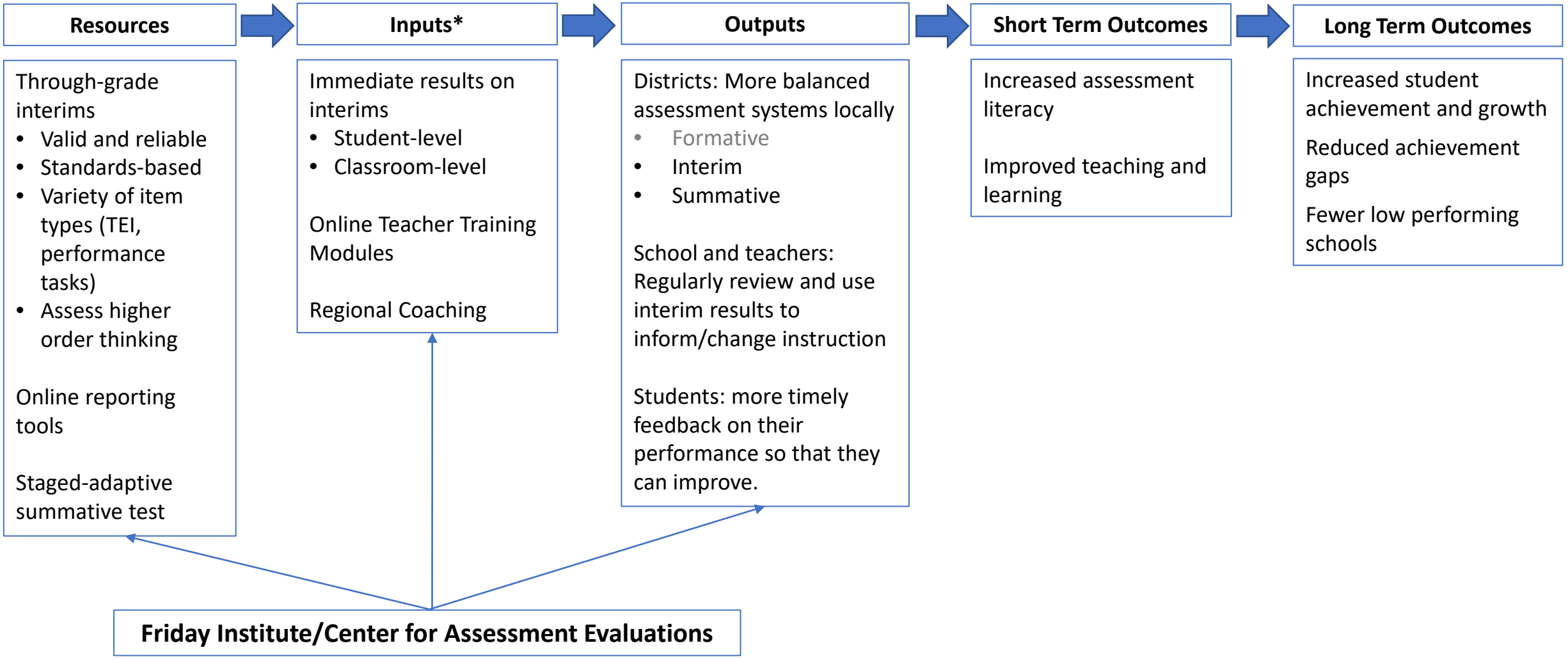
Evaluation Questions: Inform Improvement

1. How do pilot participants (district test coordinators and teachers) perceive the innovative assessment program?

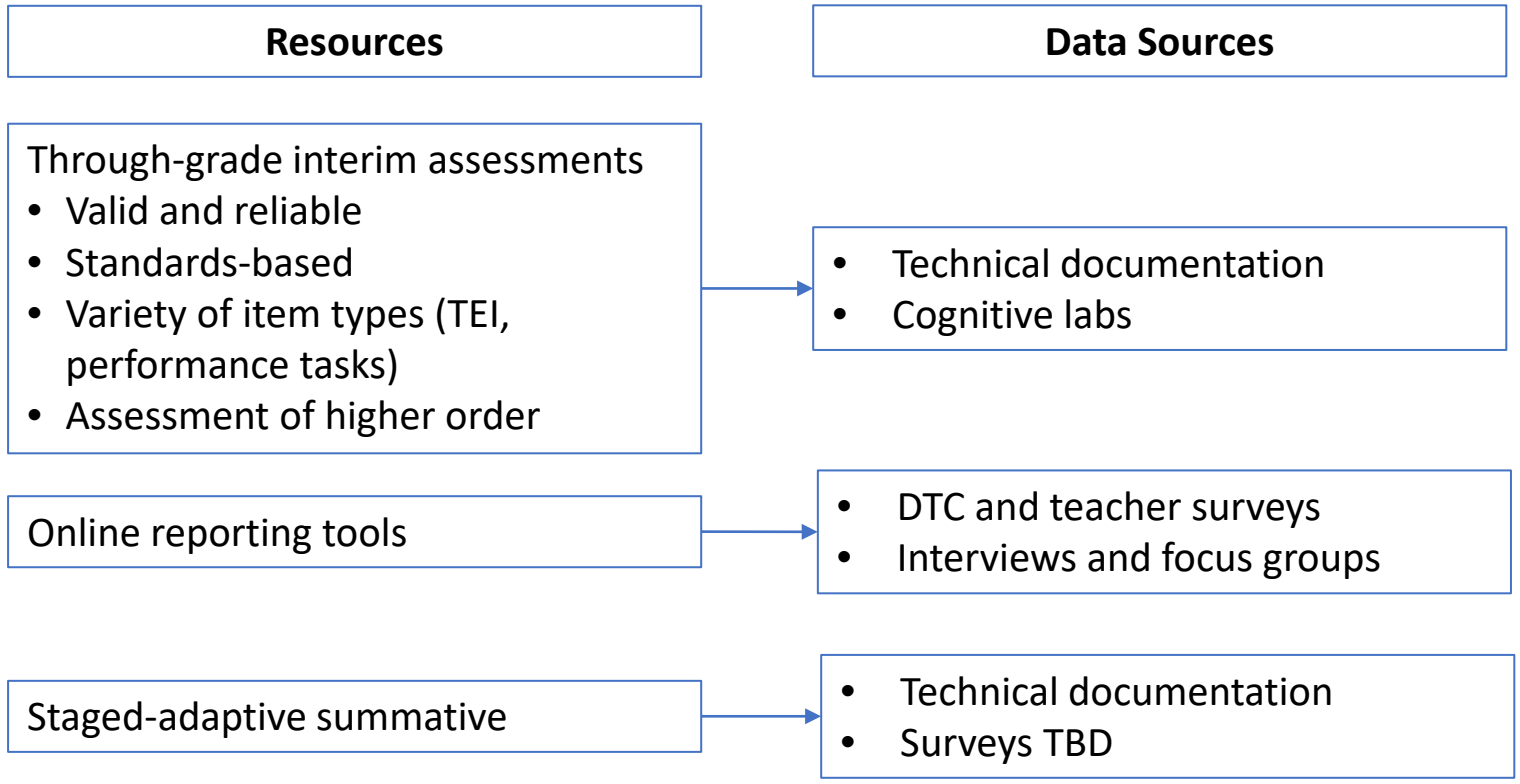
2. How do teachers interpret and use assessment reports to support instruction? How can teacher reporting tools be improved to support their instructional use?

3. What aspects of the pilot worked well and how can implementation be improved?

Logic Model (Program Evaluation View)



Data Sources to Evaluate Resources



Data Sources to Evaluate Inputs

Inputs	Data Sources
Online Teacher Training Modules	• DPI and teacher feedback • Online course surveys
Regional Coaching	• TBD (coaching not yet implemented)
Immediate results on interims • Student-level • Classroom-level	• DTC and teacher surveys • Interviews and focus groups

Data Sources to Evaluate Outputs

Outputs	Data Sources
Districts: More balanced assessment systems locally • Formative • Interim • Summative	• TBD (assessment literacy professional development not yet implemented)
School and teachers: Regularly review and use interim results to inform/change instruction	• DTC and teacher surveys • Teacher interviews/focus groups
Students: more timely feedback on their performance so that they can improve.	• DTC and teacher surveys • Teacher interviews/focus groups

Questions for the TAC

- Suggestions for adapting/adding questions/data sources to make the evaluation more complete?
- Comments/suggestions on the overall evaluation plan?
- What types of data to gather, new questions to address, next year on new components (i.e., the flexible summative; longer training modules)? Examples:
  - *Flexible summatives:* data sources to examine testing time, quality of accessibility and accommodations features, test precision…other areas?
  - *Longer training modules:* teachers' understanding and application of assessment literacy principles; changes in use of NC Interims, formative assessment?

W. Christopher Brandt

cbrandt@nciea.org

CenterLine Blog

https://www.nciea.org/blog

Center for Assessment

www.nciea.org

Extra Slides

System Goal	Outcomes	Inputs/Outputs	Mechanism Supporting Outcomes	Assumptions What assumptions underlie the system working as intended?	Evidence What evidence will demonstrate that the system is working as intended?	Consequences What are the potential intended/unintended consequences?
Intentional through-grade use of assessment data to support teaching and increase student achievement	A balanced assessment system consisting of formative, interim, and summative measures Increased achievement (short term/long term) Reduced achievement gaps Increased assessment and data literacy	Through-grade assessments (interims) Staged-adaptive summative Assessment of higher order thinking skills Professional development in assessment literacy with common language of formative assessment Immediate teacher feedback Student reports	Variety of item types (e.g., TEI, performance tasks) Online reporting Professional development via training modules that can be accessed at any time: • Regional coaching • Online PD modules on assessment and data literacy • Online PD modules on the assessment system • Training on misconceptions	Data will be reviewed and used by educators. The system will provide valid and reliable data. The test is aligned to content standards. Teachers will integrate their increased understanding of assessment and data in their day-to-day practices.	Increased student achievement and growth • Higher percentage of districts meeting long-term goals (designed to close achievement gaps) (links to plans – ESSA, SBOE) • Reduction of low performing schools, districts, and charter schools (link to SBOE)	Intended: Students have more timely feedback on their performance so that they can improve. Teachers have actionable information so that they can use it to change instruction for students. Unintended: Interims become high stakes. Increased stress around testing Testing perceived as increased testing (interims) Impact on local pacing guides

IV-05: NC Enhancements for NCPAT 2021–22

2021–22 NC Enhancements Supporting NCPAT (including NC Check-Ins 2.0)

NC Check-Ins 2.0

- Review forms will be tied to the Test Window Scheduler, which will limit availability to view the review forms to after students have tested.
- Students may log in and review their interim responses through the platform
- Additional roles added for other school users (e.g., instructional coaches) to review form and results
- Apply dynamic enrollment updates for School/Remote access codes

Item design

- Item directions are more consistent (bold typeface, same location) as a response to cognitive lab findings
- Allow for entry of mixed numbers for mathematics items

Online accessibility feature updates

- Cursor size and color will reflect the size selected in a device's accessibility settings
- Multiple highlighter colors are available
- Graphs and images can be highlighted

Online system updates

- Additional Student Information Question for a student mark in book and transcribe online
- NC Check-Ins 2.0 enrollment is set by grade rather than course number

IV-06: Amended Task Order

TASK ORDER
Issued Under the North Carolina Department of Public Instruction, University of North Carolina Master Agreement, Version 002

Project Personnel

UNC Institution

Principal Investigator
University: North Carolina State University (NCSU)
Name, Title: Shaun Kellogg, Ph.D. Director of Research & Evaluation
Emmy Coleman, Senior Research Scholar and Interim Director of the Professional Learning and Leading Collaborative
Address: 1890 Main Campus Dr., Campus Box 7249
City, State, Zip: Raleigh, NC 27695
Phone, fax: 919-513-8552
Email: sbkellog@ncsu.edu; elcolem2@ncsu.edu

Contract Administrator
University: NCSU
Name, Title: Sherrie Settle and other Sponsored Programs Authorized Representatives
Address: 2601 Wolf Village Way, Suite 240
City, state, zip: Raleigh, NC 27695
Phone, fax: 919.515.2444
Email: sps@ncsu.edu

NCDPI

Project Coordinator
N.C. Department of Public Instruction
Name, Title: Tammy Howard, Director, Accountability Services
Address: 6307 Mail Service Center
City, State, Zip: Raleigh, NC 27699-6307
Phone, fax: P/984-236-2716
Email: tammy.howard@dpi.nc.gov

Contract Administrator
North Carolina Department of Public Instruction
Name, Title Krystie Terry, Procurement Specialist
Address: 6336 Mail Service Center
City, State, Zip: Raleigh, NC 27699-6336
Phone, fax: P/984-236-2347
Email:Krystie.Terry@dpi.nc.gov

Project Description

Project Title: Focus Groups and Professional Development for the Innovative Assessment Pilot
Project Contact for University: Shaun Kellogg, Ph.D. and Dr. Emmy Coleman
Project Start/End Dates: January 1, 2022 – September 30, 2023

Incorporation

The Terms and Conditions of the NCDPI/UNC Master Agreement, Version 002 are incorporated by reference. This Task Order also includes any Appendices or addendums attached hereto, including Appendix A "Recipient Scope of Work," Appendix B "the Funding Source Award Notice" (if applicable), Appendix C "Contractor Certifications" (if applicable), and Appendix D "Detailed Budget – including allowable Facilities and Administrative Cost recovery."

IN WITNESS THEREOF, the Parties have caused the Task Order to be executed by their authorized representatives.

ATTEST:

North Carolina Department of Public Instruction

By: DocuSigned by: 17664148BC494F4... 10/6/2021 | 2:09:46 PM EDT
Alexis Schauss
Chief Financial Officer
Date

By: DocuSigned by: 10/11/2021 | 9:50:13 AM EDT
Catherine Truitt
NC Superintendent of Public Instruction
Date

UNC Institution

Digitally signed by Wendy J. Moore, Assistant Director, Contract and Subaward Negotiations
Date: 2021.09.29 09:41:58 -04'00'
Adobe Acrobat version: 2021.007.20091

9/29/2021
Wendy J Moore, Assistant Director, Contract and Subaward Negotiations
Date

Total funding this Task Order: $334,235 Total Project Costs: $334,235 Total previous funding to date: * Cost share required with this action: Cost share to date:	Funding Source: Federal Agency #: CFDA#: Title:

*Previous funding via prior Task Orders.

Recipient Fiscal Agent

Name, Title: Justo Torres, Contracts and Grants
Address: 2701 Sullivan Drive, Admin. Services Bldg. III, Box 7214
City, state, zip: Raleigh, NC 37695-7214
Phone, fax: 919.515.8008
Email: justo_torres@ncsu.edu

Special Terms and Conditions

See Appendix C, Contractor Certifications

Invoicing

Cost reimbursement under this Task Order will require periodic invoices submitted no more frequently than monthly and a final invoice submitted within 30 days of the project end date listed on page 1. All invoices are subject to the approval of the "NCDPI Project Coordinator." Invoices will be addressed to NCDPI, Accounts Payable, 6336 Mail Services Center, Raleigh, NC 27699-6331, but the envelope in which the invoice is enclosed will be addressed and mailed to the Project Coordinator listed on page 1 of this Task Order.

Amendment Description

Describe the reason for amending this Task Order:

Budget Code: 0801-532150-160037950315
Budget Source: Federal

Strategic Priority:

APPENDIX A
GENERAL SCOPE OF WORK

The Friday Institute for Educational Innovation at NC State University
Proposed Scope of Work
January 1, 2022 - September 30, 2023

Background

Through funding from the U.S Department of Education's Innovative Assessment Demonstration Authority, the North Carolina Department of Public Instruction is developing a system of through-course assessment opportunities aimed towards a balanced assessment system that will provide granular data for immediate feedback about students' performance throughout the year.

Purpose and Goals

The purpose of the proposed development and evaluation work conducted by the Friday Institute will be to support the Innovative Assessment system through the provision of professional learning for educators and conduct applied research to support continuous improvement. The professional learning and continuous improvement approach will be implemented with the pilot schools and districts and then with the broader group of districts and schools.

Goals for the project include:

1. **Professional Development.** To implement and refine a professional development program that will support teachers, coaches, principals and district leaders in implementing the Innovative Assessments, including why the assessments are important for instruction and student learning and how to use data in a systematic way to inform teaching and learning. This will include developing capacity in coaches and district leaders in supporting teachers, including strategies for implementation.
2. **Communication Plan.** To develop a communication plan in collaboration with NCDPI that will provide support to teachers, coaches, principals, and district leaders in the implementation of the Innovative Assessments. This will include contributions to the development of a rollout plan, development of outreach materials as models for schools and teachers to use, and a plan of action for transferring ownership of training modules.
3. **Program Evaluation.** To develop a comprehensive evaluation plan to support the continuous improvement of professional development efforts and gather stakeholder feedback and data that will be used to guide development of the assessment system, professional development program, and other aspects of the project. To deliver timely, valid, actionable feedback to guide innovative assessment and professional development efforts and to inform internal and external stakeholders of the program's progress, anticipated challenges, and opportunities.

Dr. Shaun Kellogg (PI) and Emmy Coleman (Co-PI) will lead and guide overall strategic vision and engagement with high-level stakeholder groups, lead and manage the day-to-day operations and project budget on behalf of the Friday Institute, and will be responsible for the following scope of deliverables:

Deliverables

Goals	2021–22	2022–23
1) Professional Development (PD)—Fall	● Continue to implement PD modules with pilot schools ● Continue to implement strategies and tools, resource documents that accompany the modules (facilitation guide, pacing guide) – Create directions for accessing PD modules across the different platforms (Canvas, Google, download in common cartridge method) – Develop webinar materials for training and information – Create PowerPoint slides for public-facing presentations ● Collaborate with Department of Public Instruction (DPI) to troubleshoot any PD module implementation issues (tech support) – Make edits needed in PD modules or resource documents	● Incorporate feedback and edits to update PD modules ● Develop a plan to transfer ownership of PD modules to Testing Policy and Operations (TPO) – Train TPO members on how to update PD modules' format and content
2) Communication Plan—Fall & Spring	● Develop communication plan (June–November 2021) ● DPI reviews plan (November–December) ● Implement communication plan (January 2022) ● Create, implement, and analyze surveys – Create teacher surveys (after each interim) – Create public school units survey (survey administered by Regional Accountability Coordinators [RACs] during training) – Create parent survey (link on NC Interim Individual	● Revise communication plan (June–July 2022) ● DPI finalizes plan (August 15, 2022) ● Implement communication plan (September 1, 2022) ● Create, implement, and analyze surveys – Create teacher surveys (after each interim) – Create teacher surveys after the spring 2023 flexible summative – Create public school units survey (survey administered by RACs during training) – Create parent survey (link

	Student Reports) – Create survey for pilot schools to gather feedback regarding PD module courses ● Coordinate and create an external communication schedule and delivery specifications (Regional Education Service Alliances, NC Chamber, North Carolina Association of Educators [NCAE], North Carolina Parent/Teacher Association [NCPTA], etc.)	on NC interim Individual Student Reports) – Create survey for pilot schools to gather feedback regarding PD module courses ● Coordinate and create an external communication schedule and delivery specifications (Regional Education Service Alliances, NC Chamber, NCAE, NCPTA, etc.)
3) Evaluation—Spring	● Develop observation guidance and conduct observations of interim administrations ● Review survey feedback and provide summarized reports to DPI ● Conduct follow up interviews with pilot districts/schools ● Collaborate with NCDPI for State Board of Education presentation	● Develop observation guidance and conduct observations of interim administrations ● Review survey feedback and provide summarized reports to DPI ● Conduct follow up interviews with pilot districts/schools ● Collaborate with NCDPI for State Board of Education presentation

Budget

NCDLI Budget 2022-2023	2022	2023	Total
Salaries	$116,970	$77,941	**$194,911**
Fringe & Health Benefits	$46,543	$30,935	**$77,478**
Travel	$5,000	$5,000	**$10,000**
Other Costs	$4,125	$4,125	**$8,250**
Subtotal	$172,638	$118,001	**$290,639**
Overhead (15% of direct costs)	$25,896	$17,700	**$43,596**
Total Project Budget	$198,534	$135,701	**$334,235**

APPENDIX C
CONTRACTOR CERTIFICATIONS
INSTRUCTIONS

The person who signs this document should read the text of the statutes listed below and consult with counsel and other knowledgeable persons before signing.

- The text of Article 2 of Chapter 64 of the North Carolina General Statutes can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/ByArticle/Chapter_64/Article_2.pdf
- The text of G.S. 105-164.8(b) can be found online at: https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_105/GS_105-164.8.pdf
- The text of G.S. 143B-1350(k) can be found online at: http://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_143B/GS_143B-1350.pdf
- The text of G.S. 143-59.1 can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/BySection/Chapter_143/GS_143-59.1.pdf
- The text of G.S. 143-59.2 can be found online at: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/PDF/BySection/Chapter_143/GS_143-59.2.pdf

CERTIFICATIONS

(1) Pursuant to N.C.G.S. 147-33.95(g), the State shall not enter into a contract unless the awarded Vendor and each of its subcontractors comply with the E-Verify requirements of N.C.G.S. Chapter 64, Article 2. Vendors are directed to review the foregoing laws. Any awarded Vendor must submit a certification of compliance with E-Verify to the awarding agency, and on a periodic basis thereafter as may be required by the State.

(2) Pursuant to G.S. 147-33.95(g), the undersigned hereby certifies that the Contractor named below, and the Contractor's subcontractors, complies with the requirements of Article 2 of Chapter 64 of the NC General Statutes, including the requirement for each employer with more than 25 employees in North Carolina to verify the work authorization of its employees through the federal E-Verify system." E-Verify System Link: www.uscis.gov

(3) The undersigned hereby certifies that the Contractor named below is not an "ineligible Contractor" as set forth in G.S. 143-59.1(a) because:

(a) Neither the Contractor nor any of its affiliates has refused to collect the use tax levied under Article 5 of Chapter 105 of the General Statutes on its sales delivered to North Carolina when the sales met one or more of the conditions of G.S. 105-164.8(b); **and**

(b) [check **one** of the following boxes]

☒ Neither the Contractor nor any of its affiliates has incorporated or reincorporated in a "tax haven country" as set forth in G.S. 143-59.1(c)(2) after December 31, 2001; **or**

☐ The Contractor or one of its affiliates **has** incorporated or reincorporated in a "tax haven country" as set forth in G.S. 143-59.1(c)(2) after December 31, 2001 **but** the United States is not the principal market for the public trading of the stock of the corporation incorporated in the tax haven country.

(4) The undersigned hereby certifies that none of the Contractor's officers, directors, or owners (if the Contractor is an unincorporated business entity) has been convicted of any violation of Chapter 78A of the General Statutes or the Securities Act of 1933 or the Securities Exchange Act of 1934 within 10 years immediately prior to the date of the bid solicitation.

(5) The undersigned hereby certifies further that:

(a) He or she is a duly authorized representative of the Contractor named below;

(b) He or she is authorized to make, and does hereby make, the foregoing certifications on behalf of the Contractor; and

(c) He or she understands that any person who knowingly submits a false certification may be guilty of a Class I felony.

NAME OF VENDOR: North Carolina State University

SIGNATURE OF AUTHORIZED AGENT: Digitally signed by Wendy J. Moore, Assistant Director, Contract and Subaward Negotiations Date: 2021.09.29 09:42:29 -04'00' Adobe Acrobat version: 2021.007.20091

Wendy J Moore

TITLE OF AUTHORIZED AGENT: Assistant Director, Contract and Subaward Negotiations

APPENDIX D
CONTRACT BUDGET

Budget

NCDLI Budget 2022-2023	2022	2023	Total
Salaries	$116,970	$77,941	**$194,911**
Fringe & Health Benefits	$46,543	$30,935	**$77,478**
Travel	$5,000	$5,000	**$10,000**
Other Costs	$4,125	$4,125	**$8,250**
Subtotal	$172,638	$118,001	**$290,639**
Overhead (15% of direct costs)	$25,896	$17,700	**$43,596**
Total Project Budget	$198,534	$135,701	**$334,235**

IV-07: North Carolina State Board of Education October 2021 Meeting Minutes (Excerpt)

State Board of Education
Minutes (Excerpt)
October 6, 2021

State Board of Education Vision: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally collaborative society.

State Board of Education Mission: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina public schools.

Attendees/Voting Members

Eric Davis, Chairman, At-Large
Alan Duncan, Vice Chairman, Piedmont-Triad Education Region
Mark Robinson, Lt. Governor
Dale Folwell, Treasurer
Reginald Kenan, Southeast Education Region
Dr. Olivia Oxendine, Sandhills Education Region
Amy White, North Central Education Region
James Ford, At-Large
Jill Camnitz. Northeast Region
Dr. Donna Tipton-Rogers, Western Region
J. Wendell Hall, At-Large

Attendees/Non-Voting

Catherine Truitt, Superintendent of Public Instruction, Secretary to the State Board of Education
Dr. Brent Williams, 2021 Superintendent Advisor of the Year
Kisha Clemons, 2020 NC Wells Fargo Principal of The Year Advisor
Dr. Elena Ashburn, 2021 NC Wells Fargo Principal of the Year Advisor
Maureen Stover, 2020 Burroughs Wellcome Fund NC Teacher of the Year Advisor
Eugenia Floyd, 2021 Burroughs Wellcome Fund NC Teacher of the Year Advisor
Brenda Stephens, Local Board Advisor
Marcella Villasuso Venegas, Junior Student Advisor

II. ACTION AND DISCUSSION AGENDA COMMITTEE MEETINGS

b. North Carolina Personalized Assessment Tool (NCPAT) Pilot Update

- **No recommendation at this time**.

- Dr. Tammy Howard, Director of Accountability Services provided an overview of the U.S. Department of Education (USED) Innovative Assessment Demonstration Authority (IADA) that was awarded to North Carolina Department of Public Instruction (NCDPI) in June 2019 for 5 years. NCDPI developed the North Carolina Personalized Assessment Tool (NCPAT). There is no associated funding from the USED.

- USED requires an annual report . Submitted on August 31, 2021, this year's report was designed to show developments and implementation progress surrounding the three interims. Voluntary participation in the pilot has increased from the 2 districts and 1 charter school in Year 1 to 180 schools across 14 districts and 8 charter schools in Year 2. For the 2021-22 school year there are 59 schools across 10 districts and 6 charter schools including Cherokee Central Schools.

- Next steps with the NCPAT development include continuing dialogue with stakeholders to gather input and feedback, webinars for volunteers and others, and the Testing and Growth Advisory group to give testing and accountability leaders input. The Exceptional Children's Council provided input on drafts of the individualized student reports in September.

- The North Carolina General Assembly(NCGA) Session Law 2019-212, Part II, Section 2(b) require that North Carolina Department of Public Instruction submit a report by November 15 each year.

- Focus for school year 2021–22:

    - Administer NC Interims in volunteer schools for grades 4 and 7 Reading and Mathematics

    - Continue development for other grade levels

    - Continue to design and implement professional development and support

- Dr. Olivia Oxendine asked if the parent survey/questionnaire data would be available for the parent-teacher conference to discuss the student level performance. Dr. Howard responded 'Yes'. Dr. Oxendine also wanted to know if NC Check-ins is still being used in conjunction with utilizing IADA tool. Dr. Howard shared the recommendation is to use either NC Check-ins or the NC Interims, not both at the same time. Ms. Kisha Clemmons wondered if there has been an alternative suggested for the student with an IEP needing to complete an assessment outside of offering an online assessment module. She inquired if there has been any suggestion to the amount of time a student is given to perform and complete test. Dr. Howard responded that the test would be readily available to be offered to students with an IEP by-way of a paper copy and that there is conversation related to adopting a 90-minute completion time period.

IV-08: 2021–22 CCB Recommendations Summary

2021–22 Summary of Control Configuration Board (CCB) Feedback and Recommendations for the NCPAT

The CCB meets monthly and is an advisory group comprised of Testing and Accountability district-level and charter school leaders. Each educational region has a designated representative to the CCB.

In September 2021, the NCDPI shared the pilot to publish Individual Student Reports for state assessments (including NCPAT assessments) directly to the Parent Portal.

In October 2021, the CCB requested online interim reporting have the functionality to export to Excel and for an improved print layout. The CCB also expressed approval for the pilot of Individual Student Report publishing to Parent Portal.

In November 2021, the NCDPI requested feedback from the CCB on expanding review permissions on reports to include other school staff. The CCB suggested creating additional user roles or allowing school test coordinators to designate site-level user permissions. The CCB also requested an improved export functionality from the online reporting system.

In January 2022, NCDPI shared updated test specifications for the NC Check-Ins 2.0 and reiterated the NC Check-Ins to NC Check-Ins 2.0 transition timeline and that they can be taken in any order at any time during the window (September 19–May 31 for the 2021–22 school year).

In February 2022, the CCB requested additional school-level staff (instructional coaches and Exceptional Children's teachers) be able to access interim results. Additional user roles and permissions will be available for the 2022–23 school year.

In March 2022, the NCDPI requested feedback on combining the guides for the NC Check-Ins and NC Check-Ins 2.0 for the 2022–23 school year and offering an optional script for interim administration. The CCB supported a combined guide and available script. NCDPI accepted this recommendation.

In April 2022, the CCB expressed appreciation for the 24-hour reporting turn-around for interim class reporting and requested better printing functionality for the reports. Improving the online reports remained on the enhancement list, including print capabilities.

In May 2022, a CCB representative requested off-grade level testing options for NC Check-Ins 2.0. The NCDPI did not move forward this recommendation.

In June 2022, NCDPI shared upcoming changes to the NC Check-Ins 2.0 online reporting for the 2022–23 school year, which included recommendations and requests from the CCB.

IV-09: Council on Educational Services for Exceptional Children Meeting Notes (Excerpt)

Council on Educational Services for Exceptional Children

September 8, 2021 Meeting Agenda
9:30 – 3:00 p.m.

TIME	WHO	WHAT	RESULTS
9:45	Tammy Howard, Beth Nash, Dan Auman, Jaime Denny	Individual Student Reports input	-Piloting of new assessments for reading and math grades 3 - 8. -working on building understandable and clear reports for parents and want Council's feedback -Sample Report Overview *student identification information *Approaching & Satisfactory ratings/definitions *link to curriculum standards *instead of using percentages, using a visual scale of score FEEDBACK -How do these compare to the current NC Check-in? *both interim assessments, Check-ins are separate from EOG assessments, new assessment would help provide feedback to teachers on where to start* -provide released examples for each feedback options (in link format) (ie) under multiply & divide using models and equations there would be a link to an example of what this looks like -Will ECS students have the same opportunities? *Right now, just SCOS* -Who is piloting this? *Select schools* -Are parents given any pre-knowledge about this? *parent introduction letter* -This is fabulous. This report will aid the students more because of the information provided on it. -some students may not fit the "approaching" category, how will those be identified? *Student would still show a blue dot all the way to the left at the approaching starting point.* -This will be very helpful for parents because it will allow them to have information on skills the child needs to work on. -Provide some additional information in the first paragraph to explain "NC Interim" so parents know what it is. (how often it's given, what is it for) -breakdown of literary vs informational text within each concept -links to examples would be helpful

IV-10: NCDPI IADA Update Presentation (January 18 and 28, 2022)

NCDPI IADA Update

January 18, 2022
and
January 28, 2022

Welcome and Introductions

NCDPI Accountability Services

Tammy Howard, Ph.D.
Director, Accountability Services

Kinge Mbella, Ph.D.
Lead Psychometrician

Shannon Jordan
Section Chief, Testing Policy and Operations

Maxey Moore
Section Chief, Test Development

Stephanie Boyd
Operations Consultant, Test Development

Beth Nash
Math/Science Consultant, Test Development

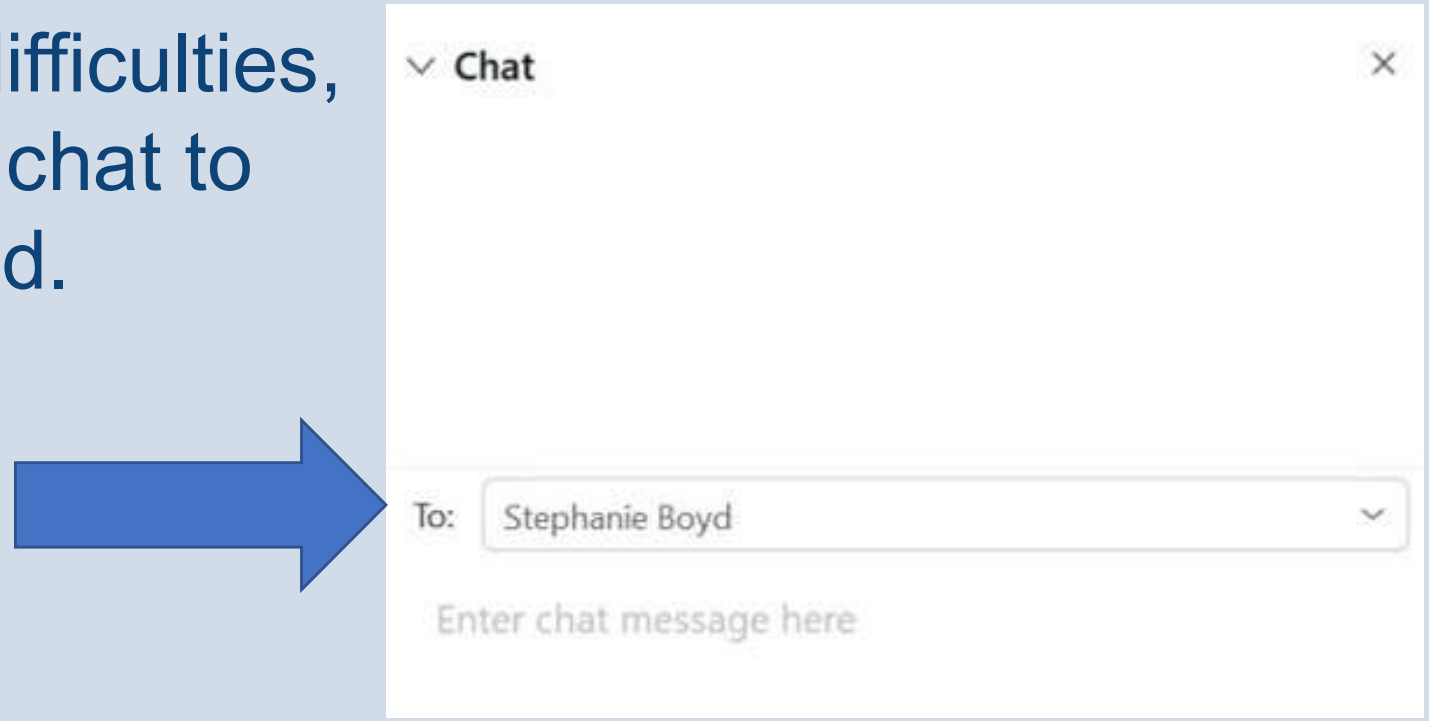
Dan Auman
ELA Consultant, Test Development

Housekeeping

- Welcome!
- The purpose of today's webinar is to provide an overview of North Carolina's Innovative Assessment Pilot.
- There will be multiple opportunities for you to provide feedback throughout today's webinar.
- Today's webinar will be recorded for internal use only.

Technical Issues?

- For technical difficulties, send a private chat to Stephanie Boyd.



Padlet Questions and Comments

- Add questions or comments you have during the presentation into the Padlet:
  - https://bit.ly/IADADPIUpdate2022

Design and Development

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina
- North Carolina's IADA solution is the Personalized Assessment Tool (NCPAT), an assessment system comprised of three interim resources and a flexible summative (Multistage Fixed Adaptive) test at the end of the school year

Innovative Assessment

- The USED requires an annual report of progress in the design, development and implementation of the IADA
- Likewise, North Carolina General Assembly(NCGA) Session Law 2019-212, Part II, Section 2(b) requires the North Carolina Department of Public Instruction to submit a report by November 15 each year of the pilot
  - USED report attached to the NCGA report

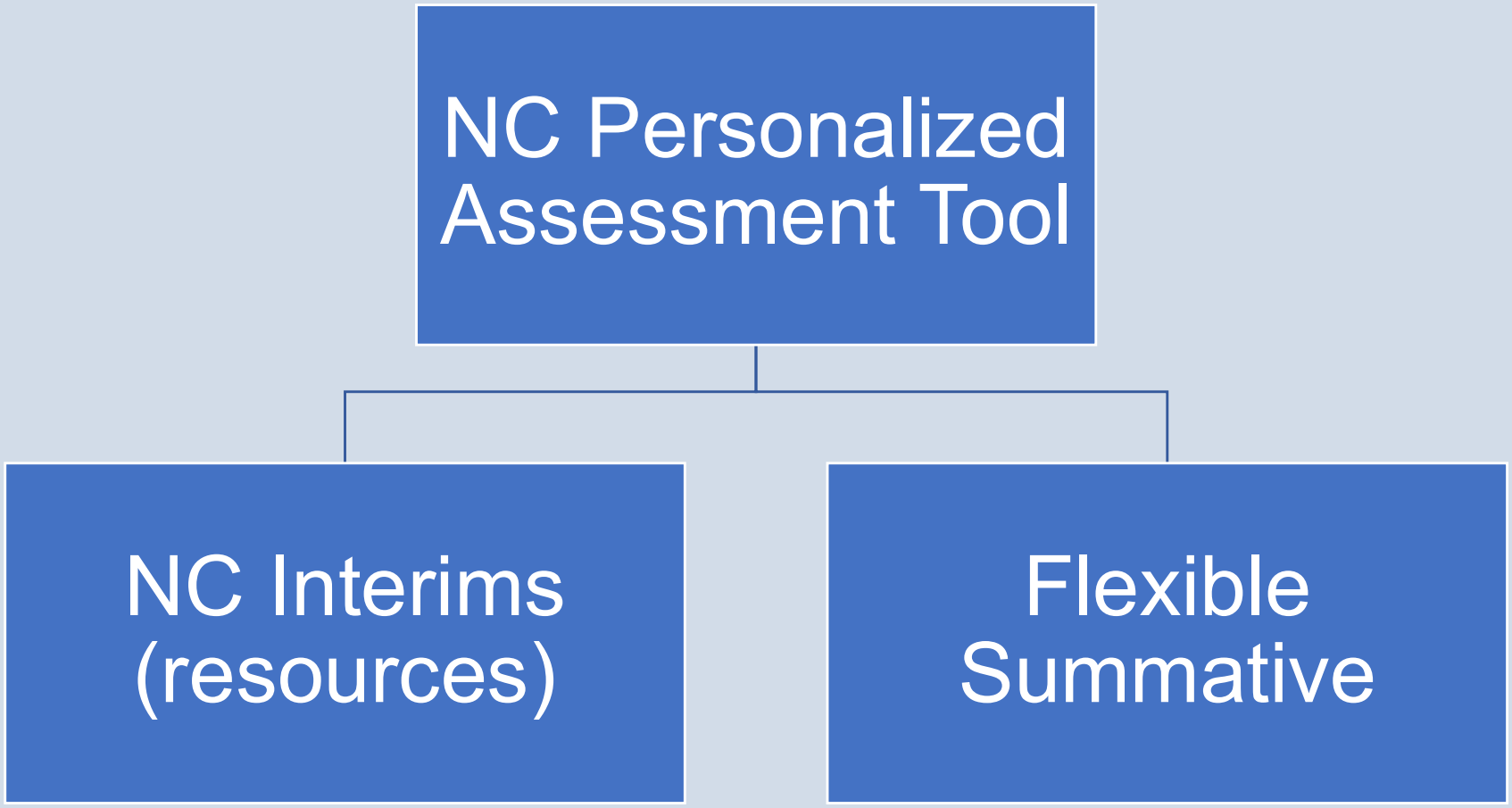
Participation Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- For the 2021–22 school year, there are 58 schools, ten districts and 6 charter schools
  - Also, Cherokee Central School

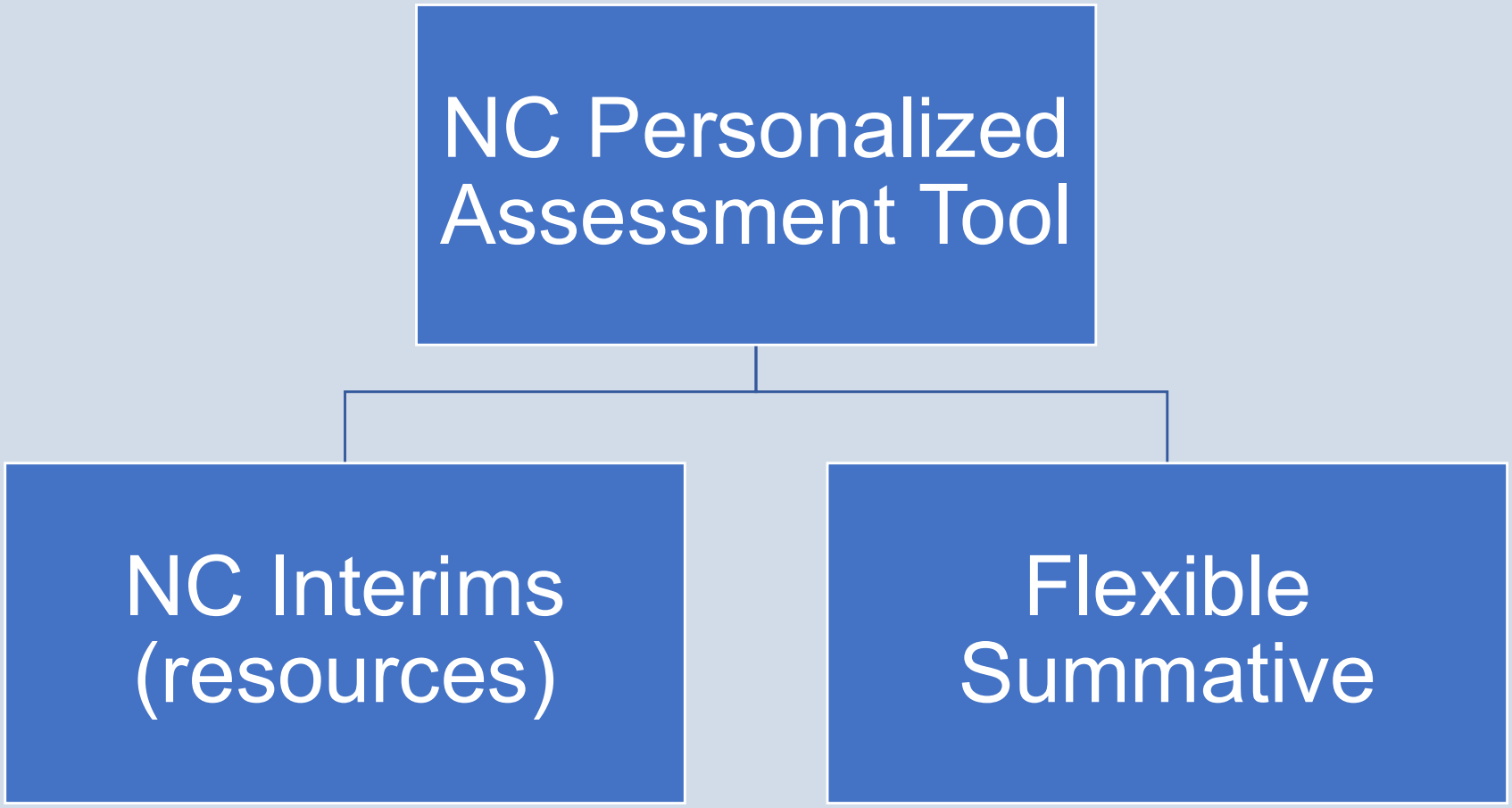
Stakeholder Input

- Critical to this process
  - Public School Units (PSUs) and Schools
  - Testing and Growth Advisory
  - CCB (input group of testing and accountability leaders)
  - North Carolina Technical Advisors
  - AND NCDPI

North Carolina Personalized Assessment Tool



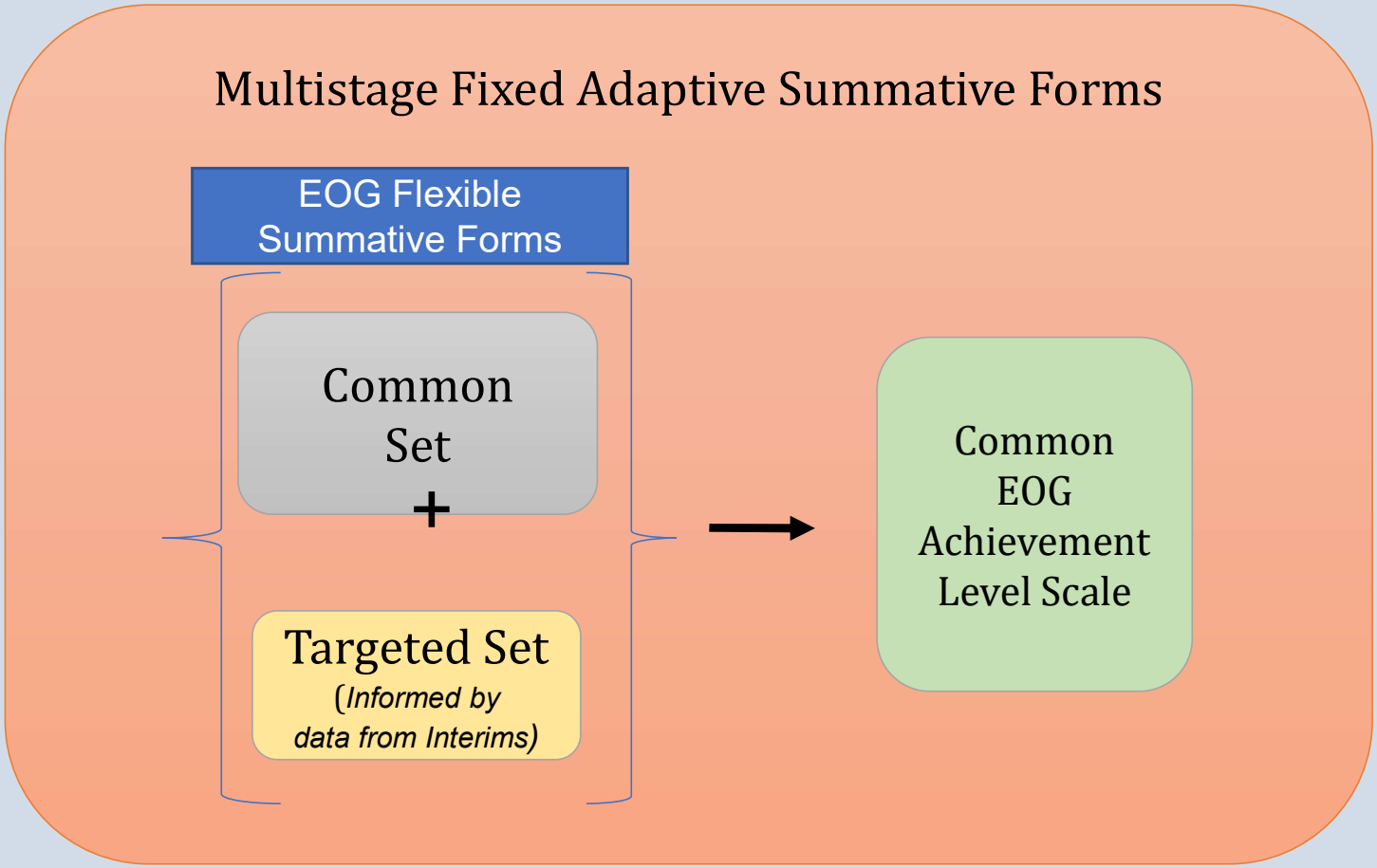
North Carolina Personalized Assessment Tool



IADA Design

- Three interim resources (similar to NC Check-Ins)
  - Available for classroom use throughout the school year
  - Provide formative feedback data for instructional uses
  - May provide a progress indicator for each student in relation to grade-level performance standards
- Designed for online administration
- End of year grade level flexible summative: multistage fixed adaptive
  - Flexible summative forms will use information from interim resource to improve measurement precision for all students across the different achievement levels

Multistage Fixed Adaptive Summative Design



Feedback with Padlet

- From your perspective, what do we need to consider as we continue with this work?
  - https://bit.ly/IADADPIUpdate2022

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

- If the study proves feasible, EOG science and all EOCs NCPAT assessment development will begin in 2024–25.

Transition Availability

	2021–22	2022–23	2023–24
Pilot Schools	Grades 4 and 7 • NC Interim Resource • EOGs Grades 3, 5, 6, and 8 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Interim Resource • Flexible Summative Grades 5 and 8 • NC Interim Resource • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Interim Resource • Flexible Summative Grades 3 and 6 • NC Interim Resource • To Be Determined
All Other Schools	Grades 3–8 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Interim Resource • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Interim Resource • EOGs

NC Interims and Local Control

- **Interim Administration:**
  - Single or multi-day administration
  - In-person (preferred) or remote administration option
  - Accommodates local pacing decisions as PSUs determine order of interim delivery at any point within the single window
- **Interim Administration and Review Period:**
  - October 1–May 31

2021–22 Mathematics NC Interims

- **Grades 4 and 7 Mathematics**
  - Interim specifications for 2021–22 have been developed with feedback from teachers across the state. The groupings of standards on these interims differs from those used on the NC Check-Ins.
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections

NC Interims for Mathematics

- There is no statewide consistency on how grade level mathematics standards are grouped and organized in local curricula.
- For some PSUs, the grouping of content standards by interim resource will not entirely align with local curriculum.

2021–22 Reading NC Interims

- Grades 4 and 7 Reading
- Format:
  - 24 items
    - Grade 4: multiple-choice
    - Grade 7: multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes.

Reporting

Individual Student Reports (ISRs)

- Is the information provided to parents in an understandable way?
- How could the ISRs be more accessible to parents?
- In your experience, what other information would parents find useful?
  - https://bit.ly/IADADPIUpdate2022

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/4007/open.

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter; including word problems	

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 7 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/7228/open.

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events, and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events, and ideas)	
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	

Individual Student Reports (ISRs)

- Is the information provided to parents in an understandable way?
- How could the ISRs be more accessible to parents?
- In your experience, what other information would parents find useful?
  - https://bit.ly/IADADPIUpdate2022

Naming Conventions

Possible Name Changes

- Should we keep the name NC Interims/NC Check-Ins or change to….?
  - https://bit.ly/IADADPIUpdate2022

Accessibility

Accessibility

- With an online design and administration, how do we ensure all students have access?
  - A very small number of students may not be able to directly access the NC Interims online
  - What are some options and how would this function in a classroom?
    - Mark in Book
    - Read Aloud
    - Manipulatives

Drag and Drop: Online Item

Place (drag and drop) an equivalent expression into the table below each of the given expressions.

3 × 40	60 × 4	6 × 30

8 × 40	2 × 90	20 × 6
30 × 9	3 × 80	

Paper and Manipulatives

9 → Place·the·sticker·that·shows·an·equivalent·expression·into·the·shaded·rectangle·next·to·each·of·the·given·expressions.¶

3·×·40¶ → ¶	
60·×·4·	
6·×·30¶	

Grade·3·Question·9¤	Grade·3·Question·9¤
8·×·40¤	3·×·80¤
2·×·90¤	¤
20·×·6¤	¤
30·×·9¤	¤

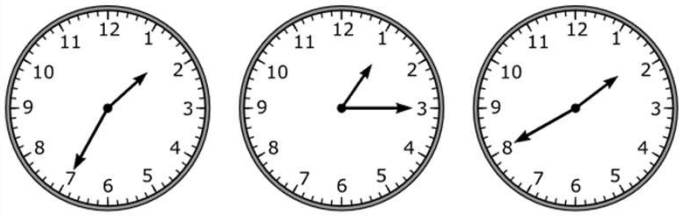
Answered on Paper

9 Place the sticker that shows an equivalent expression into the shaded rectangle next to each of the given expressions.

3 × 40	20 × 6
60 × 4	3 × 80
6 × 30	2 × 90

Drag and Drop: Online Item

Three clocks are shown.



Clock 1 Clock 2 Clock 3

Place (click and drag) each time next to the clock it matches.

Clock 1	
Clock 2	
Clock 3	

1:15	**1:40**
1:35	

Paper and Manipulatives

Grade·3·Cog·Lab—question·reworded¶

12 → Three·clocks·are·shown.¶

→ Place·the·sticker·showing·the·time·in·the·shaded·box·next·to·the·clock.¶

¶

¶

→ ¶

Clock·1¶

Clock·2·

Clock·3¶

Grade·3·Question·12¤

1:15¤

1:35¤

1:40¤

Answered on Paper

Grade 3 Cog Lab – question reworded

12 Three clocks are shown.

Clock 1 Clock 2 Clock 3

Place the sticker showing the time in the shaded box next to the clock.

Clock 1	1:35
Clock 2	1:15
Clock 3	1:40

Partnerships

Partnership with the Friday Institute

- Spring 2022
  - Cognitive labs
  - Focus groups

Professional Development

- **Online Professional Development**
  - Audience: Teachers, Coaches, Principals and Directors
  - Format: self-paced, pre-recorded workshops on analyzing and applying formative classroom data collected from NC Interims administrations
  - Availability: 2021–22 school year (pilot schools)
- Communication updates in regional meetings

Professional Development

- Currently the professional development focuses on data interpretation.
- What else do we need to include in the professional development?

Questions

North Carolina Department of
PUBLIC INSTRUCTION

NC Interim Resource

- What is needed for this to support instruction?
- How can the interim resources be positioned as a classroom resource and not another testing event?
- What data from the interim resource is needed to support PSUs?
- How do we approach interim data formatively with a classroom focus?

IV-11: NCDPI Padlet Responses (January 18, 2022)

IADA DPI Update

Collecting information about the NC Interims

ELIZABETH NASH JAN 12, 2022 08:20PM

Questions

So, the Targeted Set of items comes from a student's performance on the Interims? The Targeted Set is not informed "during" the summative?

Can you address accessibility and accommodations for students with disabilities for the interim resources?

Yes, please can you give more information on the accommodations that students access on a daily basis — CRYSTAL PATRICK

Dr. Howard is about to address this question as part of the presentation. If you still have questions after she presents please continue to add them here. Thanks — ANONYMOUS

Thanks. — ANONYMOUS

Has there been considerations made with regards to the colors being utilized online as well as the contrast presented — ANONYMOUS

We are also working with the VI group to brainstorm how this would look for our VI students that need Braille — ANONYMOUS

For students who access to audio materials for reading comprehension will the reading assessment be able to have read aloud ? I saw it would be an accommodation in Math but did not see it for reading.

What avenues are you using to let parents know about this work and any webinars/professional development?

Does PD on "data interpretation" mean the audience will learn how to interpret the Interim Resource data and then examples on how to adjust instruction?

Comments

Language

I appreciate the use of resources vs. assessment. I hope we can use this common language.

From your perspective, what do we need to consider as we continue with this work?

I think districts will need a crosswalk between what districts will "get" and what's different between the Check-ins and the Interims.

I agree that this information would be very helpful. Using the name of the new interims on this chart would support understanding in schools. — ANONYMOUS

ISRs: Is the information provided to parents in an understandable way?

The "student can" language and simple wording under the "learning concepts tested" column are easy to understand and would be digestible for me as a parent. The second column, with approaching to satisfactory, would raise Qs for me as a parent. For ex, is my student on track for her grade level? how is her performance relative to her peers?

ISRs: How could the ISRs be more accessible to parents?

The information appears to be in a PDF format, is it fully accessible for a screenreader user?

Thank you please also consider an embossed braille format as well if there will be paper copies being sent as well. For the parent portal please also consider accessibility beyond WCAG 2.0

From Shannon - I will share this request with Curtis. Thanks!
— ANONYMOUS

ISRs: In your experience, what other information would parents find useful?

Key Point

Involved parents and parents of AIG students are going to ask, "Where on this continuum should my child be at this point in the school year?" There is no real question here, but district/school communication will be paramount to ensuring there is clear understanding.

I understand what you are saying, Dr. Mbella, but that is what parents are going to want to know. So, that will need to be clearly explained to parents.

Agreed. Maybe consider a summary on the ISR as to what parents should glean from this report. When my student receives, MAP interim data, it shows her progress against peers, nationwide, school and projected growth. Parents like this data, so just consider how to explain what students should gather if it will not be provided. — ANONYMOUS

Name?

NC Check-Ins.

Determine a name soon and begin using in publications and update, so there is time to familiarize everyone. — ANONYMOUS

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IV-12: NCDPI Padlet Responses (January 28, 2022)

IADA DPI Update

Collecting information about the NC Interims

ELIZABETH NASH JAN 12, 2022 08:20PM

Questions

Does the complete form have to be given/taken at a time or can it be broken apart? For example, there may be a group of standards taught 1st quarter and on interim 1 but another group of standards on interim 1 are taught during the 2nd quarter.

Comments

From your perspective, what do we need to consider as we continue with this work?

ISRs: Is the information provided to parents in an understandable way?

I do think the two descriptors provided are helpful in reinforcing the formative nature of this tool as it's applied along the way during the year.

ISRs: How could the ISRs be more accessible to parents?

Wonder if examples of real-world application of the skill would help parents understand what the skill is/why it's important? The language used in the bulleted items in the report may not be accessible to parents not versed in a given content area

ISRs: In your experience, what other information would parents find useful?

Probably a collection of parents who will want technical definitions of "approaching" and "satisfactory", e.g. percent correct

Maybe a note that some of these standards may not have been taught yet.

Statement that standards are what students should know and be able to do by the end of the course or grade. May help questions/concern if student is not at "satisfactory" yet.

Name?

Consistency would be great NC Checkins

NC Formative?

IV-13: State Council on Indian Education Presentation (January 28, 2022)

State Advisory Council on Indian Education

Tammy Howard, Ph.D.
Director, Accountability Services

January 28, 2022

Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina
- North Carolina's IADA solution is the Personalized Assessment Tool (NCPAT), an assessment system comprised of three interim resources and a flexible summative (Multistage Fixed Adaptive) test at the end of the school year

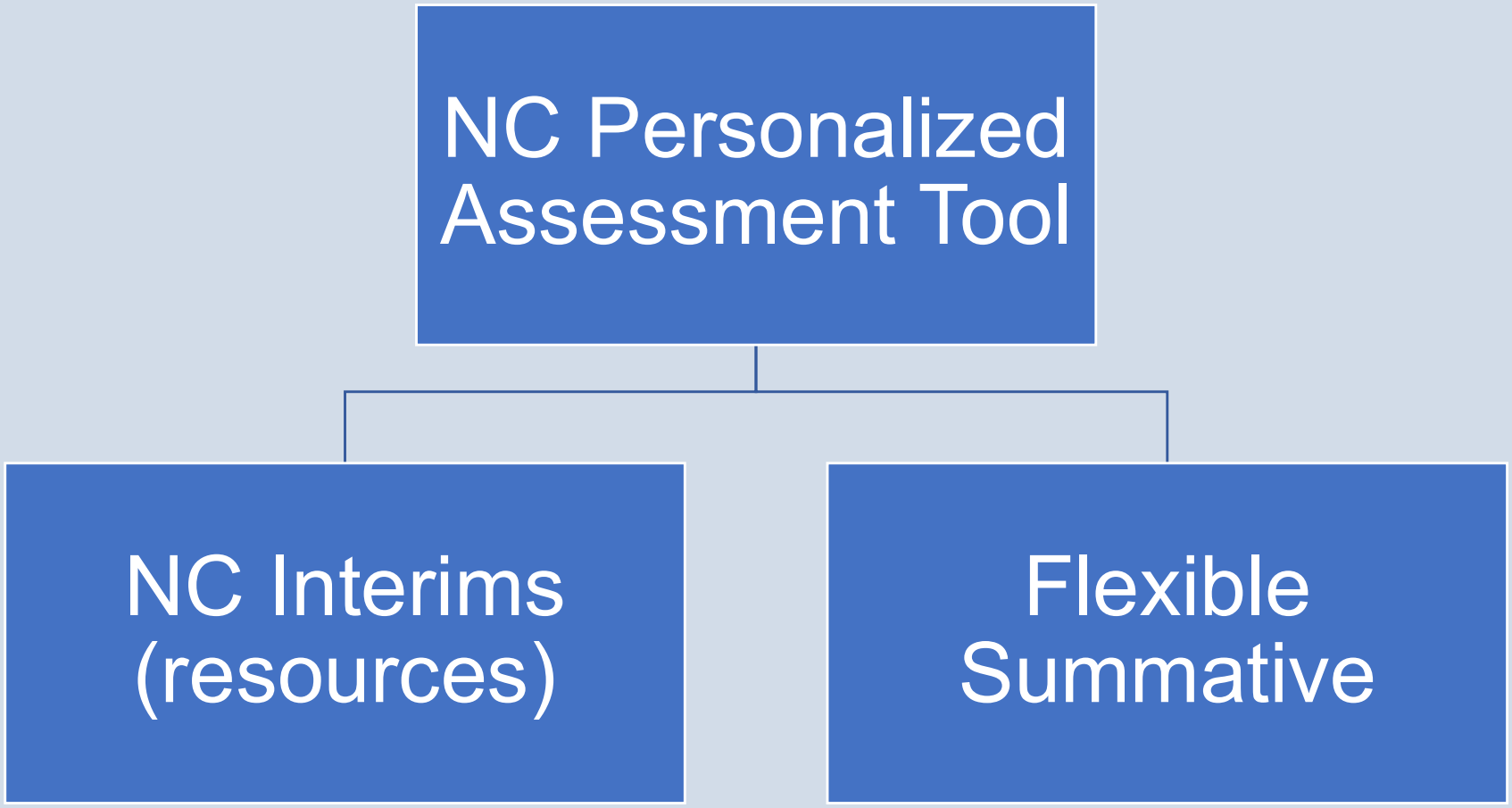
Participation Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- For the 2021–22 school year, there are 58 schools, ten districts and 6 charter schools
  - Also, Cherokee Central School

Stakeholder Input

- Critical to this process
  - Public School Units (PSUs) and Schools
  - Testing and Growth Advisory
  - CCB (input group of testing and accountability leaders)
  - North Carolina Technical Advisors
  - AND NCDPI

North Carolina Personalized Assessment Tool



IADA Design

- Three interim resources (similar to NC Check-Ins)
  - Available for classroom use throughout the school year
  - Provide formative feedback data for instructional uses
  - May provide a progress indicator for each student in relation to grade-level performance standards
- Designed for online administration
- End of year grade level flexible summative: multistage fixed adaptive
  - Flexible summative forms will use information from interim resource to improve measurement precision for all students across the different achievement levels

Every Student Succeeds Act (ESSA)

- Testing and Accountability not waived for the 2021–22 school year
- Addendum to address federal requirements where data is not available due to COVID
- Waiver for participation consequences from the 2020–21 school year (high schools only)
- Both the addendum and the waiver are posted for public comment through February 24, 2022
  - https://www.dpi.nc.gov/news/public-notices

QUESTIONS

IV-14: RTI Chief Academic Officers Retreat Presentation (March 25, 2022)

RTI International: CAO Spring Retreat

Tammy Howard, Ph.D.
Director, Accountability Services

March 25, 2022

ACT Minimum Requirement

- On March 30, 2020, The University of North Carolina (UNC) Board of Governors approved a score of 19 on the ACT as the minimum requirement for admission to a UNC system school
- State law for the School Performance Grades calculation requires the ACT benchmark to be the “minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness.”

U.S. Department of Education (USED) FAQ: December 17, 2021

- All accountability and school identification requirements under ESEA section 1111 are in effect for the 2021–22 school year.
- Where a state is unable to implement its indicators and school identifications, it may
  - Apply for a one-year addendum for changes intended only for the 2021–22 school year
  - Apply for an amendment for changes intended to continue beyond the 2021–22 school year
- A state may take both actions

Addendum to ESSA State Plan

- USED provided states a template for states to request changes for the 2021–22 school year only
- Changes are due to COVID impact on data, meaning the required calculation or report in the ESSA state plan is not feasible
  - Not all options are applicable to North Carolina
  - The proposed addendum includes only the options applicable to North Carolina

Addendum

- Interim Progress Targets and Long-Term Goals
- Indicators: ACT Minimum Score and participation modification for the 2021–22 school year only
- Annual Meaningful Differentiation
- Identification of comprehensive support and improvement (CSI) and targeted support and improvement (TSI) schools
- Exit of CSI and TSI schools

Interim Progress toward Long-term Goals

- With the decline in the percentages of students meeting Level 4 and above, as required for these measures, the set interim progress targets will not be met by most schools for the 2021–22 school year
- Meeting the interim targets are one of the criteria for exiting CSI and TSI, thus many schools will unlikely exit these identifications

Interim Progress toward Long-term Goals

2018–19 College and Career Readiness (CCR) Proficiency (Level 4 and above) and Long-Term Goals			
Subject	**2018–19 Proficiency (CCR)**	**2018–19 LTG**	**Difference Between 2019 and Target**
Reading (3–8)	45.6	49.8	**-4.2**
Math (3–8)	41.2	52.4	**-11.2**

2020–21 College and Career Readiness (CCR) Proficiency(Level 4 and above) and Long-Term Goals*			
Subject	**2020–21 Proficiency (CCR)**	**2020–21 LTG**	**Difference Between 2021 and Target**
Reading (3–8)	28.9	55.8	**-26.9**
Math (3–8)	23.9	60.5	**-36.6**

*The proficiency calculations for 2020–21 are estimations; the Long-Term Goal business rules are not applied.

Interim Progress toward Long-term Goals

2018–19 College and Career Readiness (CCR) Proficiency (Level 4 and above) and Long-Term Goals			
Subject	**2018–19 Proficiency (CCR)**	**2018–19 LTG**	**Difference Between 2019 and Target**
English (Grade 10)	51.1	55.1	**-4.0**
Math (Grade11)	50.7	49.5	**+1.2**

2020–21 College and Career Readiness (CCR) Proficiency(Level 4 and above) and Long-Term Goals*			
Subject	**2020–21 Proficiency (CCR)**	**2020–21 LTG**	**Difference Between 2021 and Target**
English (Grade 10)	34.9	59.1	**-24.2**
Math (Grade11)	27.5	55.3	**-27.8**

*The proficiency calculations for 2020–21 are estimations; the Long-Term Goal business rules are not applied.

Interim Progress toward Long-term Goals

Establishment of Long-Term Goals			
Topic	**Revision**	**No Proposed Revision**	**Justification**
Academic Achievement	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years
Graduation Rate	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years
Progress in Achieving English Language Proficiency (ELP)	X		The State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by two years

Indicators: Participation

- Consequence from not meeting the 95% participation requirement for the 2021–22 school year
  - Affects high schools only
  - Banked scores from previous school year: Grade 10 (English II); Grade 11 (NC Math 1 and NC Math 3)
  - Students who did not take an EOC in the 2020–21 school year will not have a score to be banked for participation

Indicators: Participation

- In consultation with the USED, recommending the use of expected tests for the 2021–22 high school participation calculation
  - Will not penalize schools for students who were unable to test due to COVID in the 2020–21 school year (as the ESSA state plan requires)

Indicators: ACT

- Revise ESSA state plan to cite the college readiness indicator (ACT) is the University of North Carolina (UNC) Board of Governors' minimum requirement for admission at a UNC system school
  - School Quality or Student Success Indicator for College and Career Readiness Indicator

Indicators

Indicators			
Topic	**Revision**	**No Proposed Revision**	**Justification**
Academic Achievement Indicator	X		Use 2021–22 high school tests for participation rather than the cohort model as stated in the ESSA state plan
Other Academic Indicator		X	Data is available for indicator
Graduation Rate		X	Data is available for indicator
Progress in Achieving English Language Proficiency (ELP) Indicator		X	Data is available for indicator
School Quality or Student Success Indicator	X		Update ACT minimum composite score

Annual Meaningful Differentiation

Annual Meaningful Differentiation			
Topic	**Revision**	**No Proposed Revision**	**Justification**
State's System of Annual Meaningful Differentiation		X	Data is available to calculate Annual Meaningful Differentiation
Weighting of Indicators		X	Data is available to calculate Annual Meaningful Differentiation
Different Methodology		X	Data is available to calculate Annual Meaningful Differentiation

Identification of Schools

- North Carolina's ESSA state plan timeline required the identification of schools for CSI in fall 2021, but this was waived due to COVID
- As agreed in the 2020–21 waiver, North Carolina must identify new schools in fall 2022
- The ESSA state plan requires currently identified schools to be assessed for exiting in fall 2022

Identification of Schools

Identification of Schools				
Topic	**Subtopic**	**Revision**	**No Proposed Revision**	**Justification**
Timeline	After identifying schools in fall 2022 using its approved school identification methodologies as outlined in its approved ESEA consolidated State plan, the State is requesting a one-time change in frequency to identify schools in fall 2023 (based on data from the 2022–2023 school year)		X	Not recommending this action
Methodologies	Comprehensive Support and Improvement Schools: Low Performing		X	Data is available
	Comprehensive Support and Improvement Schools: Low Graduation Rate		X	Data is available
	Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status.		X	Per the current ESSA state plan; identification is not until fall 2024
	Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s)	X		Use of 2017–18, 2018–19,and 2021–22 data as the three years for consistently underperforming school identifications in Fall 2022
	Targeted Support and Improvement Schools: Additional Targeted Support and Improvement		X	Data is available

Statewide Accountability System and School Support and Improvement Activities

Continued Support for School and LEA Improvement				
Topic	**Subtopic**	**Revision**	**No Proposed Revision**	**Justification**
Exit Criteria for Comprehensive Support and Improvement Schools	Timeline: The State does not count the 2019–2020 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit CSI status before it must take more rigorous State-determined action.		X	Not recommending this action
	Timeline: The State does not count the 2020–2021 school year toward the number of years (not to exceed four years) in which a school must meet the criteria in order to exit before it must take more rigorous State-determined action.		X	Not recommending this action
	Criteria: The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2022 based on data from the 2021–2022 school year.	X		Revise exit criteria 1. Remove meeting measures of interim progress from current criteria 2. Add a second exit criteria option: Not identified as CSI-LP in fall 2022 and have a meet or exceeds growth status
	Criteria: The State is revising the statewide exit criteria for schools identified for comprehensive support and improvement in fall 2022 based on data from the 2021–2022 school year.		X	Not recommending this action
	Criteria: The State is revising the State-determined number of years a school identified for comprehensive support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status, which may not exceed four years, before it must take a State-determined more rigorous action.		X	Not recommending this action

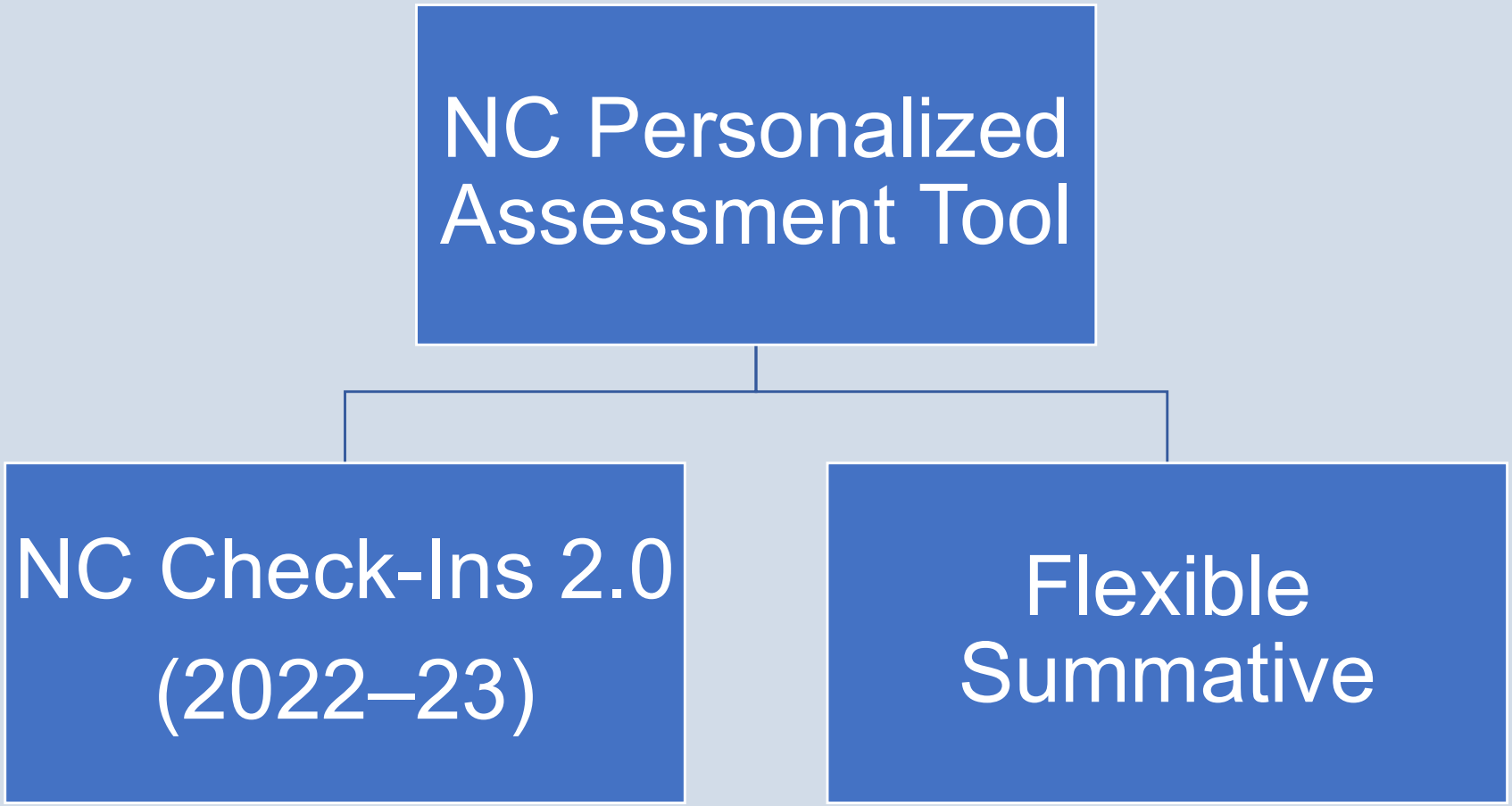
Statewide Accountability System and School Support and Improvement Activities

Continued Support for School and LEA Improvement				
Topic	**Subtopic**	**Revision**	**No Proposed Revision**	**Justification**
Exit Criteria for Schools Receiving Additional Targeted Support	Timeline: The State does not count the 2019–2020 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.		X	Not recommending this action
	Timeline: The State does not count the 2020–2021 school year toward the number of years in which a school must meet the criteria in order to exit before, for a school receiving Title I, Part A funds, it becomes a CSI school.		X	Not recommending this action
	Criteria: The State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2022 based on data from the 2021–2022 school year	X		Revise Exit Criteria 1. Use 2017–18, 2018–19 and 2021–22 for 3-year growth average; or 2. Use 2018–19 and 2021–22 for 2-year growth average
	Criteria: The State is revising the statewide exit criteria for schools identified for additional targeted support and improvement under ESEA section 1111(d)(2)(C) in fall 2022 based on data from the 2021–2022 school year.		X	Not recommending this action
	Criteria: The State is revising the State-determined number of years a school identified for additional targeted support and improvement in fall 2022 has to meet the statewide exit criteria in order to exit status before, for a school receiving Title I, Part A funds, it becomes a CSI school.		X	Not recommending this action

Addendum Timeline

- January: Proposed options and gathered input from stakeholders
- February State Board of Education (SBE) Meeting: Presented recommendations for an addendum and/or waiver for discussion
- January 26–February 24: Public comment
- March SBE Meeting: Presented recommendations for approval and submitted to USED on March 7, 2022

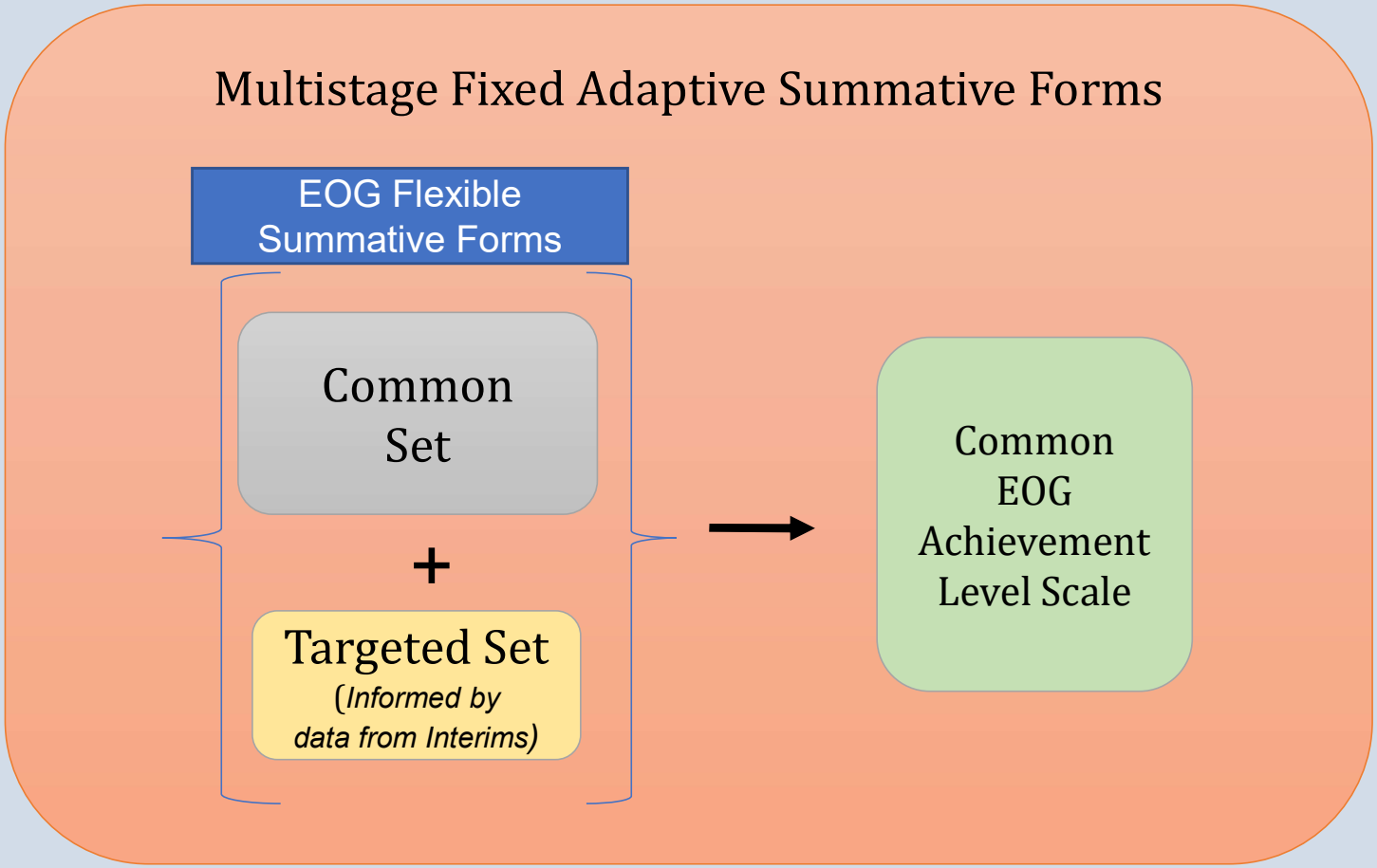
North Carolina Personalized Assessment Tool



NC Check-Ins 2.0 Design

- Designed for online administration
- Three per content area/grade level
- Available for classroom use throughout the school year
- Provide formative feedback data for instructional uses
- May provide a progress indicator for each student in relation to grade-level performance standards

Multistage Fixed Adaptive Summative Design



Timeline and Transition

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

- If the study proves feasible, EOG science and all EOCs NCPAT assessment development will begin in 2024–25.

Transition Availability

	2021–22	2022–23	2023–24
Pilot Schools	Grades 4 and 7 • NC Interims • EOGs Grades 3, 5, 6, and 8 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative Grades 3 and 6 • NC Check-Ins 2.0 • To Be Determined
All Other Schools	Grades 3–8 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • To Be Determined

Other NC Check-Ins available: Grades 5 and 8 science, biology, NC Math 1, English II (new) and NC Math 3 (new)

NC Check-Ins	NC Check-Ins 2.0
Purpose: provide formative feedback	Purpose: provide formative feedback, inform starting point on flexible summative, progress indicator
Mathematics: retired content specifications	Mathematics: new content specifications (3 domains/ 5+ standards)
Reading: text complexity increases across forms	Reading: text complexity is consistent across forms
WinScan reporting and NC Test Admin reporting	NCTest Admin reporting
Multiple-choice items and numeric entry	Includes technology-enhanced items
ISRs: quantitative reporting	ISRs: qualitative reporting

Specifications and Individual Student Reports

2022–23 Mathematics NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/4007/open.

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter; including word problems	

2022–23 Reading NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 24 items
    - multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 7 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/7228/open.

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events, and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events, and ideas)	
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	

Operations, Partnerships, and Stakeholder Input

NC Check-Ins 2.0 Administration

- Single or multi-day
- In-person
- Accommodates local pacing decisions as Public School Units (PSUs) determine order of interim delivery at any point within the single window
- Administration and Review Period
  - October 1–May 31

Partnership with the Friday Institute

- **Fall 2021**
  - Cognitive labs conducted to collect information about technology-enhanced item types at grades 3–5
- **Spring 2022**
  - Cognitive labs conducted to collect information about paper item types for students who cannot access a computer
  - Focus groups with teachers to discuss item types and using reports to guide instruction
  - Two training courses

Courses

- Two training courses will be available at the beginning of the 2022–23 school year.
- Both courses are optional, and it is a local decision as to how they are used.
- The first course is available to pilot schools March 7, 2022, and is 30-minutes long.
- The second course is available July 2022, and is 10-hours long. This course has been broken into small sections for manageability.

Course One: *North Carolina Personalized Assessment Tool Training Course*

- Course Competencies
  - Introduce participants to the purposes of the *NC Interims* and how they can be used to support learning as formative classroom resources.
  - Develop understanding of how to use and interpret two main reports from *NC Interims*, specifically the *Individual Student Report* (ISR) and the *Class Item Report* (CIR).

Course Two: *Three A's (Assessment, Analysis, Action) of Data... Increasing Achievement One Student at a Time*

- Course Competencies
  - Immerse participants in the use of data literacy and develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning to increase student achievement;
  - Identify and explore best practices in data-driven decision making as identified within research-based strategies;
  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
  - Invite educators to interact and collaborate with peers who are implementing interim assessments, such as *NC Interims*, into classroom instruction by creating a professional learning network.

Stakeholder Input

- Critical to this process
  - Public School Units
  - Teacher Leadership Council
  - Testing and Growth Advisory
  - Configuration Control Board (group of testing and accountability leaders that provides input to the Division of Accountability Services on stakeholder issues)
  - North Carolina Technical Advisors
  - NCDPI staff members

Pilot Volunteers

Pilot Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- For the 2021–22 school year, there are 58 schools, ten districts and 6 charter schools
  - Also, Cherokee Central Schools

Pilot Volunteers

- For the 2022–23 school year, pilot volunteer schools will participate in the NC Check-Ins 2.0 and the flexible summative assessment
  - The participating students will not take the current end-of-grade assessment
  - The flexible summative assessment is comparable to the current end-of-grade assessment
    - Students who take one will not have an advantage over students who take the other
    - The study requirement from the U.S. Department of Education is the innovative assessment must be comparable

Pilot Volunteers

- Benefits of volunteering
  - Provide feedback on the development of the NC Check-Ins 2.0 and the flexible summative assessment
  - Provide students with an innovative testing experience

Participation Volunteers

- If interested in joining the pilot in 2022–23, please email Iris.Iriving@dpi.nc.gov.
- For all schools participating in the pilot for the 2022–23 school year, a letter of support will be requested in July 2022.

QUESTIONS

IV-15: Testing Growth Advisory Presentation (April 4, 2022)

Testing Growth Advisory

April 4, 2022

Agenda

- Welcome and Introductions
- Accountability
- Growth/Teacher Effectiveness
- Innovative Assessment
  - Professional Development Course
  - Timeline Considerations
- Polaris

Accountability

Accountability

- No waivers for testing or accountability for the 2021–22 school year
- Addendum Status
- Amendment Discussion
  - Areas to address
- WorkKeys Participation

Growth/Teacher Effectiveness

IADA Pilot Professional Development

Partnership with the Friday Institute

- **Fall 2021**
  - Cognitive labs conducted to collect information about technology-enhanced item types at grades 3–5
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  - Immerse participants in the use of data literacy and develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning to increase student achievement;
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  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
  - Invite educators to interact and collaborate with peers who are implementing interim assessments, such as *NC Interims*, into classroom instruction by creating a professional learning network.

Questions

- How would you use these professional development courses?
  - Would teachers do the courses on their own?
  - Would you use it with a group (staff meetings)?
- Are there any topics that need to be added to the professional development courses?

IADA Pilot
Timeline Considerations

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

- If the study proves feasible, EOG science and all EOCs NCPAT assessment development will begin in 2024–25.

Transition Plan 1

	2022–23	2023–24	2024-25
Pilot Schools	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • Flexible Summative (Statewide)	Grades 3–8 • NC Check-Ins 2.0 • Flexible Summative (Statewide)
All Other Schools	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs		

Transition Plan 2

	2022–23	2023–24	2024-25
Pilot Schools	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative (Statewide) Grades 3, 5, 6, and 8 • NC Check-Ins 2.0 • EOGs	Grades 3–8 • NC Check-Ins 2.0 • Flexible Summative (Statewide)
All Other Schools	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • EOGs	

Transition Plan 3

	2022–23	2023–24	2024-25
Pilot Schools	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative (Statewide) Grades 3 and 6 • NC Check-Ins 2.0 • EOG	Grades 3–8 • NC Check-Ins 2.0 • Flexible Summative (Statewide)
All Other Schools	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative (Statewide) Grades 3 and 6 • EOG	

Polaris

Questions

IV-16: Testing Growth Advisory Notes (Excerpt)

Testing and Growth Advisory- Innovative Assessment Notes

April 4, 2022

Innovative Assessment

Professional Development Course (Slides 6–11) | Shannon Jordan

NCDPI contracted with Friday Institute to support the innovative assessment's professional development and collection of feedback. The Friday Institute has conducted cognitive labs with students, convened focus groups with teachers, and is creating two educator training courses. Both courses are optional and a local decision on how they are used.

The shorter course (*NC Personalized Assessment Tool Training Course*) focuses on the formative purpose of the interims and how to use and interpret the main reports. The second course (*Three A's…*) is a deeper dive into data literacy, data-drive decision-making practices, and will be specific to educator audiences.

Questions and suggestions:

- What platform is available? May districts upload to their learning management systems to track CEUs?
    - We will take this request back for consideration.
- With many districts spending hours on LETRS training this could be seen as an additional burden if required.
    - This is being developed as an optional resource.
- Some LEAs don't subscribe to Canvas.
    - We are working on a way to ensure everyone can access the training.
- Were these courses developed with NC Check-Ins 2.0 in mind or could they be applied to any benchmarking system?
    - Shannon will share the courses with the Testing and Growth Advisory group and the DPI team would appreciate your feedback. The courses are designed to be a resource.

IADA Pilot Timeline Considerations (Slides 12–16) | Maxey Moore

Next school year (2022–23), we are transitioning the name from NC Interims to NC Check-Ins 2.0, will expand the pilot to include grades 5 and 8, and conduct the first pilot administration of the flexible summative. The current NC Check-Ins will sunset as NC Check-Ins 2.0 are developed and implemented.

Based on the outcomes of the study next year, we can consider various transition plans. We are trying to meet the needs of the state and react to study data. We have three possible transitions timelines to consider.

The test specifications for all NC Check-Ins 2.0 are now posted to our website; reading content standards continue to spiral and updated test specifications are available for the mathematics.

Please share concerns and feedback with our team as the pilot moves forward. We appreciate feedback on both the reading and mathematics NC Check-Ins 2.0 as the content designs take different approaches. We continue to take on volunteers annually; interested PSUs must submit a letter of intent by July in order to join the pilot for the 2022–23 school year.

Questions

- Will district be required to administer NC Check-Ins 2.0 by 2023–24?
    - Our goal with this model design is to keep the NC Check-Ins 2.0 as optional and maintain local flexibility.
- By 2024–25, the flexible summative would not be optional?
    - Students without NC Check-Ins 2.0 would be routed to a base form; routing methodology would not allow students without NC Check-Ins 2.0 access to other flexible summative forms. NC Check-Ins 2.0 data provides a measurement advantage for students at the edges of the distribution; it does not disadvantage a student to not participate in NC Check-Ins 2.0. The same performance expectations apply to the summative assessment whether a student participate in the NC Check-Ins 2.0 or not.
    - The EOG and flexible summative follow the same test specifications, item counts, etc. Students and teachers will not be able to tell which summative form a student is assigned.
- What kind of information will be available from the pilot schools/districts?
    - Throughout the study, we will be engaging focus groups and surveys to guide further development and address issues. Pilot participant feedback will be addressed throughout the development process.
- Can non-pilot schools view sample result reports (student, teacher, school and/or district-level) that are available after administering the NC Check In 2.0?
    - Yes. The ISR samples are available on the website. The Class Item Report for NC Check-Ins has carried forward for NC Check-Ins 2.0.
- Concern on the difficulty of choosing local curriculum sequencing for the Check-Ins. Some districts will not cover all the mathematics standards until March, but do not want to administer all 3 NC Check-Ins 2.0 so late in the year.
    - The NC Check-Ins 2.0 are formative; standards not covered prior to the administration can be considered pre-test data. If 70% of the content has been covered during instruction, you get information on those standards and have pre-test data on the other 30% of standards.
    - Understanding teacher and student test anxiety, we are trying to convey the NC Check-Ins 2.0 as a resource. This continues to be a training issue and we will work on communications messaging for various audiences, including principals.

IV-17: North Carolina Teacher Leadership Council Presentation (April 6, 2022)

Innovative Assessment Demonstration Authority

Teacher Leadership Council

April 6, 2022

Welcome and Introductions

NCDPI Accountability Services

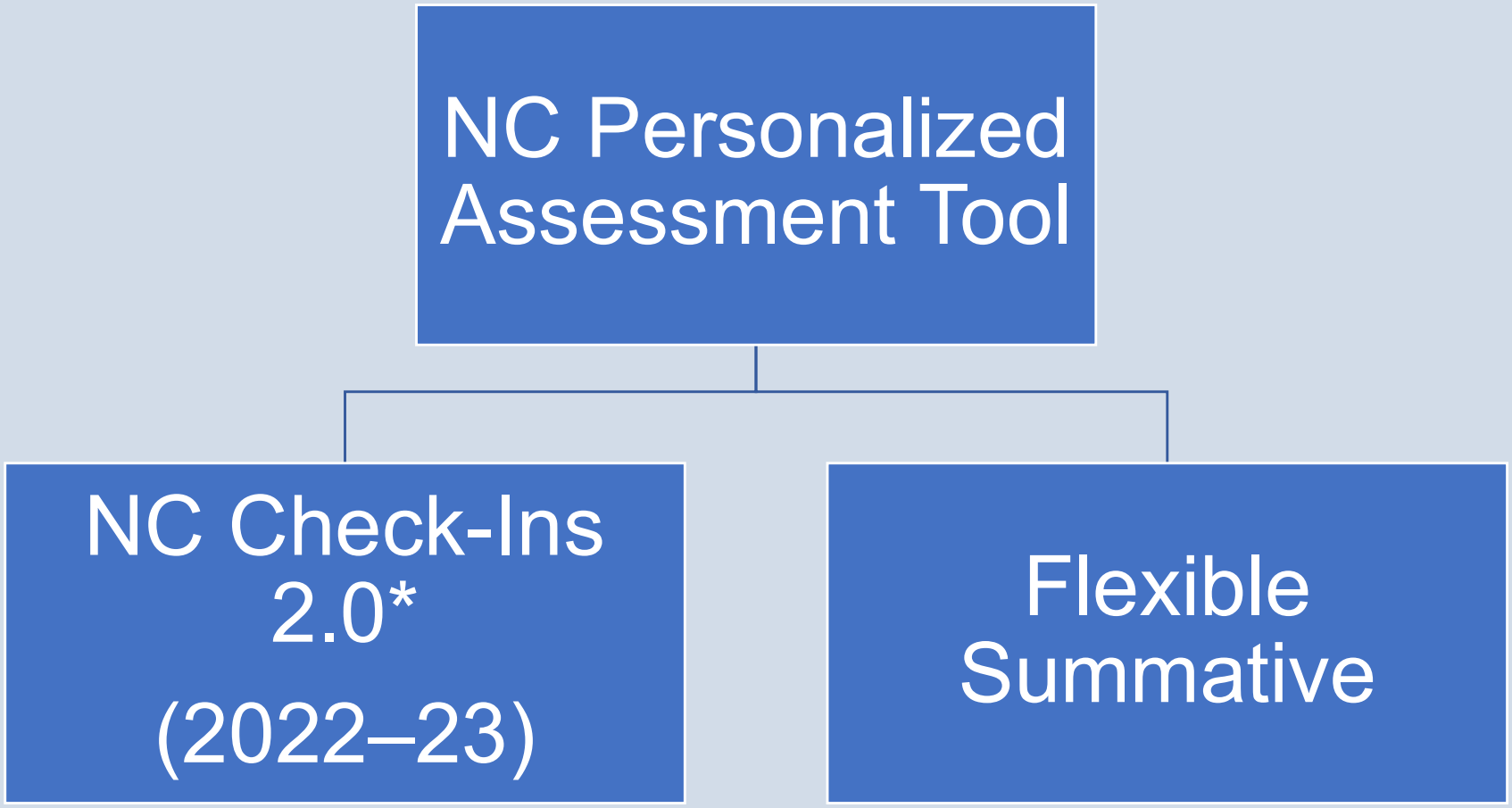
Tammy Howard, Ph.D.
Director, Accountability Services

Maxey Moore
Section Chief, Test Development

Agenda

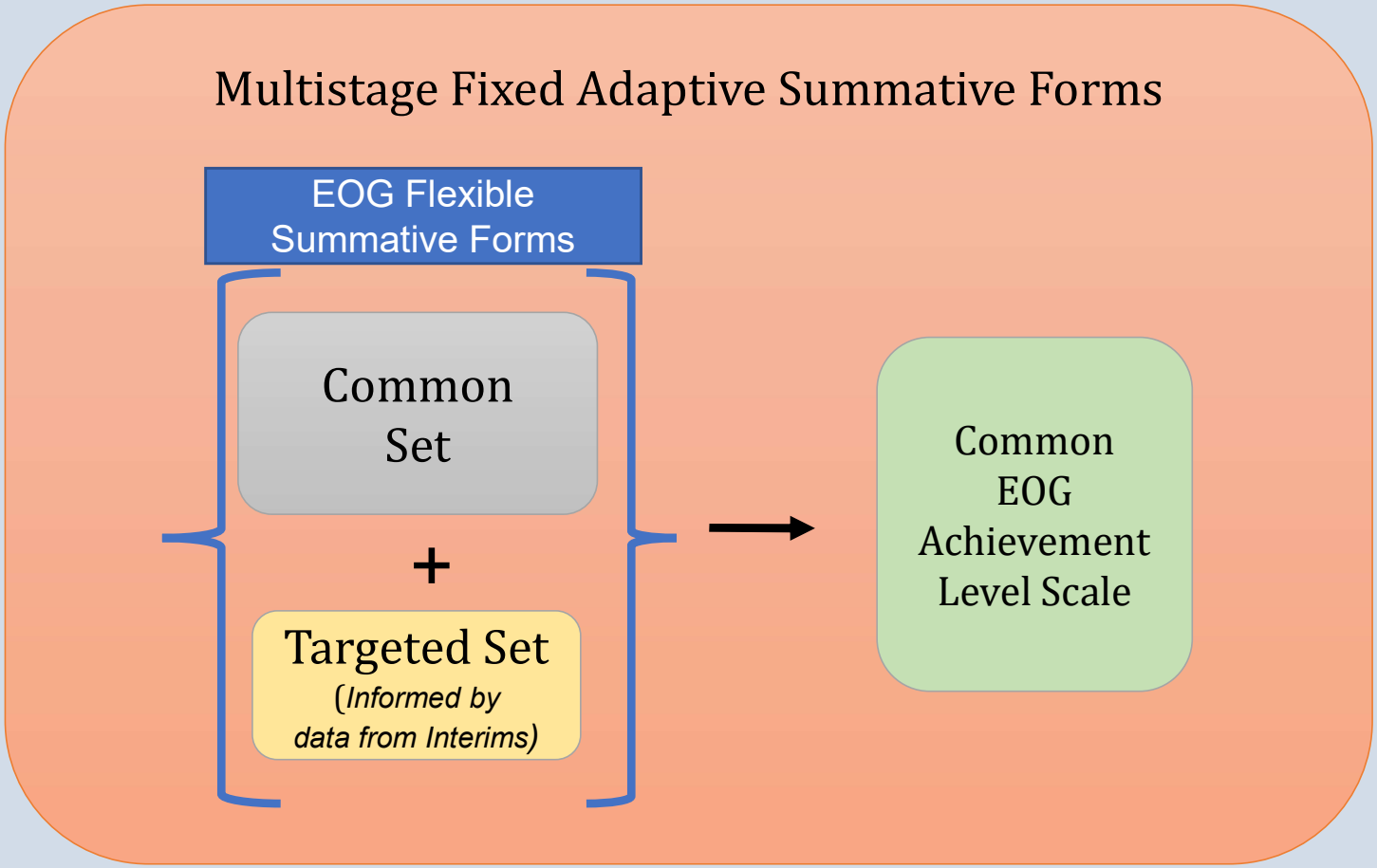
- NC Personalized Assessment Tool
- Professional Development
- Class Item Report
- Technology Enhanced Items
  - Accessibility Cognitive Labs

North Carolina Personalized Assessment Tool



*NC Interims (2021–22)

Multistage Fixed Adaptive Summative Design



Design

- What are your reactions/questions regarding the design?
- As we shift to a new assessment design, what questions would teachers have?
- When discussing/presenting the design to teachers, what should we make sure to do?

Online Accessibility

- The NC Check-Ins 2.0 and the flexible summative are designed for online administrations
- Recognizing some students may not be able to access the online system (visually impaired), a paper version with manipulatives is being developed
  - What is the impact of this design on students?
  - What should any communication include?

NC Check-Ins	NC Check-Ins 2.0
Purpose: provide formative feedback	Purpose: provide formative feedback, inform starting point on flexible summative, progress indicator
Mathematics: retired content specifications	Mathematics: new content specifications (3 domains/ 5+ standards)
Reading: text complexity increases across forms	Reading: text complexity is consistent across forms
WinScan reporting and NC Test Admin reporting	NCTest Admin reporting
Multiple-choice items and numeric entry	Includes technology-enhanced items
ISRs: quantitative reporting	ISRs: qualitative reporting

Professional Development Courses

- Two training courses will be available at the beginning of the 2022–23 school year.
- Both courses are optional, and it is a local decision as to how they are used.
- The first course is available to pilot schools March 7, 2022, and is 30-minutes long.
- The second course is available July 2022, and is 10-hours long. This course has been broken into small sections for manageability.

Course One: *North Carolina Personalized Assessment Tool Training Course*

- Course Competencies
  - Introduce participants to the purposes of the *NC Interims* and how they can be used to support learning as formative classroom resources.
  - Develop understanding of how to use and interpret two main reports from *NC Interims*, specifically the *Individual Student Report* (ISR) and the *Class Item Report* (CIR).

Course Two: *Three A's (Assessment, Analysis, Action) of Data... Increasing Achievement One Student at a Time*

- Course Competencies
  - Immerse participants in the use of data literacy and develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning to increase student achievement;
  - Identify and explore best practices in data-driven decision making as identified within research-based strategies;
  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
  - Invite educators to interact and collaborate with peers who are implementing interim assessments, such as *NC Interims*, into classroom instruction by creating a professional learning network.

Questions

- How would you use these professional development courses?
  - Would teachers do the courses on their own?
  - Would you use it with a group (staff meetings)?
- Are there any topics that need to be added to the professional development courses?

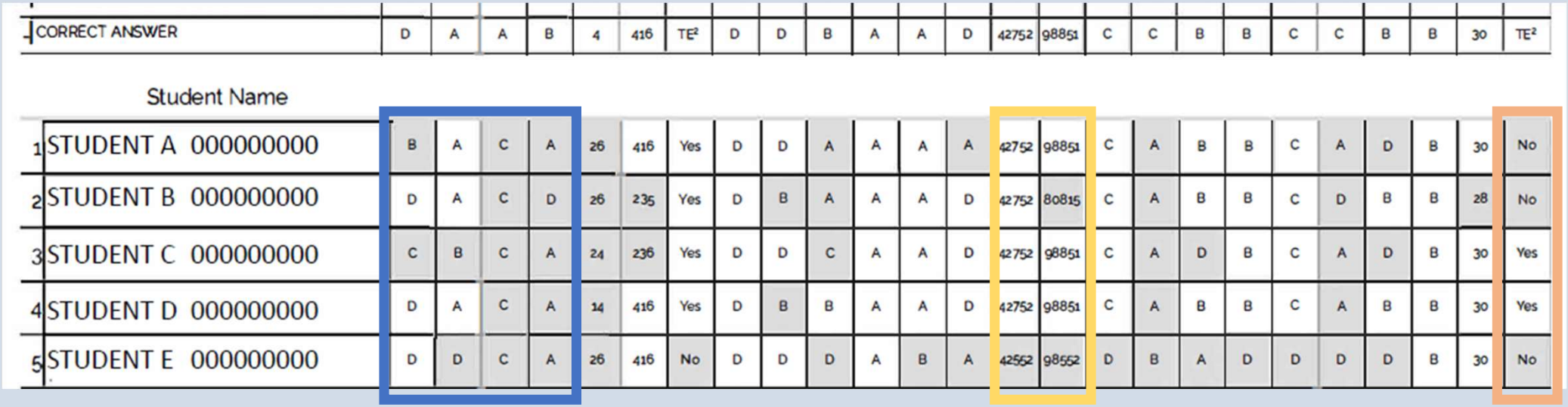
Class Item Report

NC Interim 1 - 2021-22 — Math Grade 4 Class Item Report	Teacher: Sample Teacher	Sample Elementary (000000)

Class Mean 21/25	Class Percent Correct 43.8%	School Mean 10.7/25	School Percent Correct 42.9%

	Geometry		Measurement and Data			Number and Operations in Base 10															Operations & Algebraic Thinking				
ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
CONTENT STANDARD PERCENT CORRECT	4.G.1 : 43.8		4.MD.3 : 6.9			4.NBT.2 : 40.0					4.NBT.4 : 65.0					4.NBT.7 : 55.0					4.OA.1 : 37.5				
DEPTH OF KNOWLEDGE	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
CLASS PERCENT CORRECT	45.8	41.7	4.2	8.3	8.3	29.2	66.7	45.8	41.7	16.7	83.3	87.5	41.7	45.8	66.7	79.2	16.7	62.5	54.2	62.5	20.8	37.5	62.5	37.5	29.2
SCHOOL PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
CORRECT ANSWER	D	A	A	B	4	416	TE[2]	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE[2]

Class Item Report



	Student Name																								
	CORRECT ANSWER	D	A	A	B	4	416	TE²	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE²
1	STUDENT A 000000000	B	A	C	A	26	416	Yes	D	D	A	A	A	A	42752	98851	C	A	B	B	C	A	D	B	30	No
2	STUDENT B 000000000	D	A	C	D	26	235	Yes	D	B	A	A	A	D	42752	80815	C	A	B	B	C	D	B	B	28	No
3	STUDENT C 000000000	C	B	C	A	24	236	Yes	D	D	C	A	A	D	42752	98851	C	A	D	B	C	A	D	B	30	Yes
4	STUDENT D 000000000	D	A	C	A	14	416	Yes	D	B	B	A	A	D	42752	98851	C	A	B	B	C	A	B	B	30	Yes
5	STUDENT E 000000000	D	D	C	A	26	416	No	D	D	D	A	B	A	42552	98552	D	B	A	D	D	D	D	B	30	No

- What other data would be helpful for teachers to adjust instruction and reengage students?
- What other charts or graphs would be useful to help analyze the data?

Technology Enhanced Items

- Current Item Types:
  - Numeric Entry
  - Drag and Drop
  - Target Drop
  - Multi-select
  - Text Replace
- Would adding an explanation to numeric entry items help with analysis of identifying misconceptions?
- What other technology enhanced item types should we explore?
- What ratio of multiple choice to technology enhanced items would be a good balance?

Questions

https://bit.ly/Spring2022IADAQuestions

IV-18: North Carolina Teacher Leadership Council Notes

Teacher Advisory

April 6, 2022

NC Personalized Assessment Tool

The NC Check-Ins 2.0 will further the state's steps towards a through grade system that provides immediate feedback to teachers and makes a connection to the summative assessment. Like the NC Check-Ins, teachers will access the items following interim administration to address student misconception and to inform re-engagement strategies. The NC Check-Ins 2.0 have an expanded purpose: to provide a summative performance indicator an to inform the targeted item set (or starting point) of the flexible summative. to

The flexible summative will include a common set of items for all students, and each student will receive a targeted set of items based on interim data. The targeted item set is not item-by-item adaptive. The state is required by federal law to assess the depth and breadth of the state's content standards and an item-by-item adaptive approach would require a longer test length for some students.

The purpose of the targeted set is to provide them items that are more appropriate to the student to respond; the items are more aligned to what students have demonstrated on NC Check-Ins 2.0. The flexible summative still allows each student to demonstrate performance across the full proficiency scale (Not Proficient–Level 5). The common set and targeted item sets are all on the same EOG Achievement Level scale.

The NC Check-Ins are voluntary, and we are moving forward with NC Check-Ins 2.0 as voluntary as well. It is not a requirement for the flexible summative; all students may participate in the flexible summative and all students may demonstrate performance at any achievement level.

Questions and reactions to design? What is important to share with teachers? Does the model pass the "good sense test" as you hear us talk about it?

- In the past, teachers were involved in bias reviews. Would there be an opportunity for teachers to be involved again in the process?
    - Many years ago, teachers would rate every item in the field test booklet after a stand-alone field test. Now our field test items are embedded into the summative assessments.
    - In the prior field test model, only selected schools and teachers participated. In the current model, teachers write our items, review the items and selections, outside content specialists review for bias and sensitivity issues as well. The model now incorporates these reviews before the items are set before students.
    - We can have conversations on the request to have a broader state perspective on NC Check-Ins 2.0 items.
- I only enjoy using NC Check-Ins when I can use them as an instructional resource. How is this model different from the NC Check-Ins?
    - Shift to NCCI and NCCI 2.0 slide for discussion. The NC Check-Ins 2.0 will continue to support classroom instruction.

What other data would be helpful for you to adjust your instruction and reengage students What other charts or graphs would be useful to help analyze the data?

- Request for additional information—could we get this to report down to the clarifying objective level and misconception data to better identify students for reengagement or acceleration?
- Could amount of time spent on each question be recorded? This could be helpful for teachers and students to reflect on time spent testing and would be helpful when considering IEP accommodations.
    - We do have timing data for the tests overall and can consider measuring specific item data.
- Will the report show the most frequently missed questions and what incorrect answer was most frequently chosen per question? Also, did you say the English II Check-In will include constructed responses?
    - The report does not calculate this, but it can be easily gleaned by reviewing each item.
    - The English II NCCI will not include constructed response.
    - Perhaps graphs and charts could be used for most missed items or strongest distractor/misconceptions.

Technology Enhanced Items

Would adding an explanation to numeric entry items help with analysis of identifying misconceptions? What other technology enhanced item types should we explore? What ration of multiple choice to technology enhanced items would be a good balance?

- Are all different "current Item types" on every test? If so, doesn't that lean toward testing test wise-ness not necessarily understanding?
    - No. Initially we limited the number of technology-enhanced items as they require greater bandwidth.
    - We need to be aware that we do not want to assess if a student knows how to manipulate the item types, but student understanding.
- Could we include graphs that students can interact with? Click the point/ordered pair for a hotspot.
    - Yes, this is something we could work towards.

IV-19: English Learners Presentation (April 29, 2022)

Innovative Assessment Demonstration Authority Update

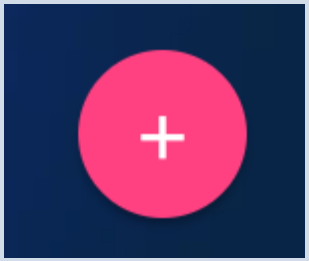
English Learners

April 29, 2022

Padlet Questions

Add questions or comments you have during the presentation into the Padlet:

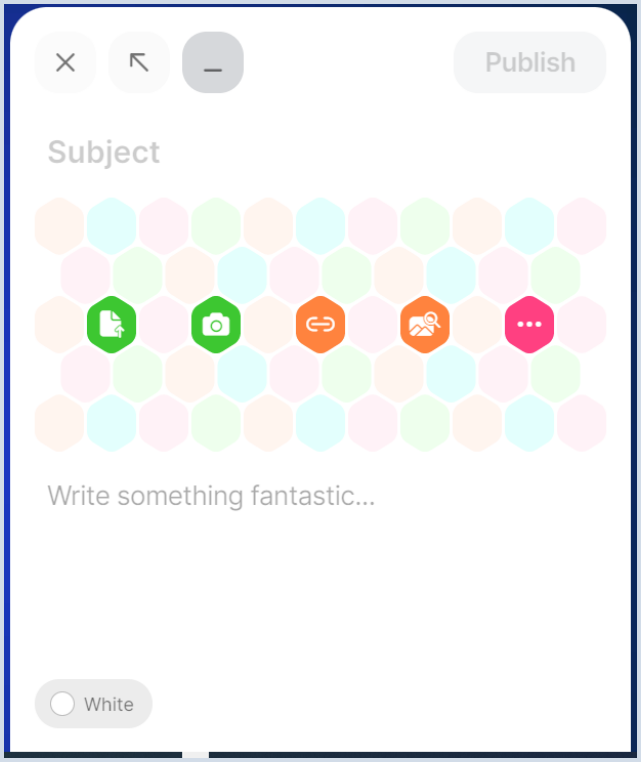
https://padlet.com/wendy_wooten/w9kz56mb5tvrh0bz



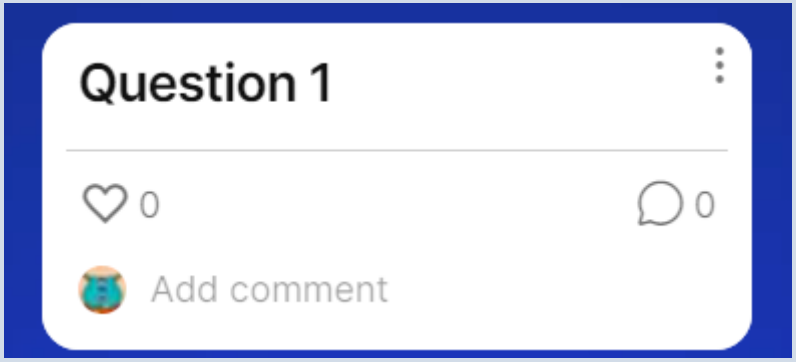
Add a question to the Padlet by clicking on the pink circle icon

Padlet Questions

- Enter your question in the pop-up window



- You may also respond to other questions by
  - Liking the question or comment (heart icon)
  - Adding your comment



Welcome and Introductions

NCDPI Accountability Services

Tammy Howard
Director, Accountability Services

Shannon Jordan
Section Chief, Testing Policy and Operations

Maxey Moore
Section Chief, Test Development

Agenda

- Federal Requirements
- NC Personalized Assessment Tool Components
- Timeline and Transition
- Specifications and Individual Student Reports
- Operations, Partnerships, and Stakeholder Input

Federal Requirements

Federal Peer Review Requirements

- All students follow adopted content standards
- All students (including English Learners and Students with Disabilities) are assessed
  - with or without accommodations
  - on the depth and breadth of grade-level standards (content and cognitive process)
  - Annually in reading and mathematics in each of grades 3–8 and at least once in HS (grades 9–12);
  - in science at least once in each of the three grade spans (3–5, 6–8, 9–12)

Federal Peer Review Requirements

All assessments

- are delivered in standardized, secure administrations
- meet industry standards for fairness, reliable, and valid scores
- are scored according to standardized procedures and protocols
  - extended response, constructed response, and performance tasks are scored according to rubrics and maintain industry standards for equity and fairness
- are associated with challenging academic achievement standards and distinguish between performance levels

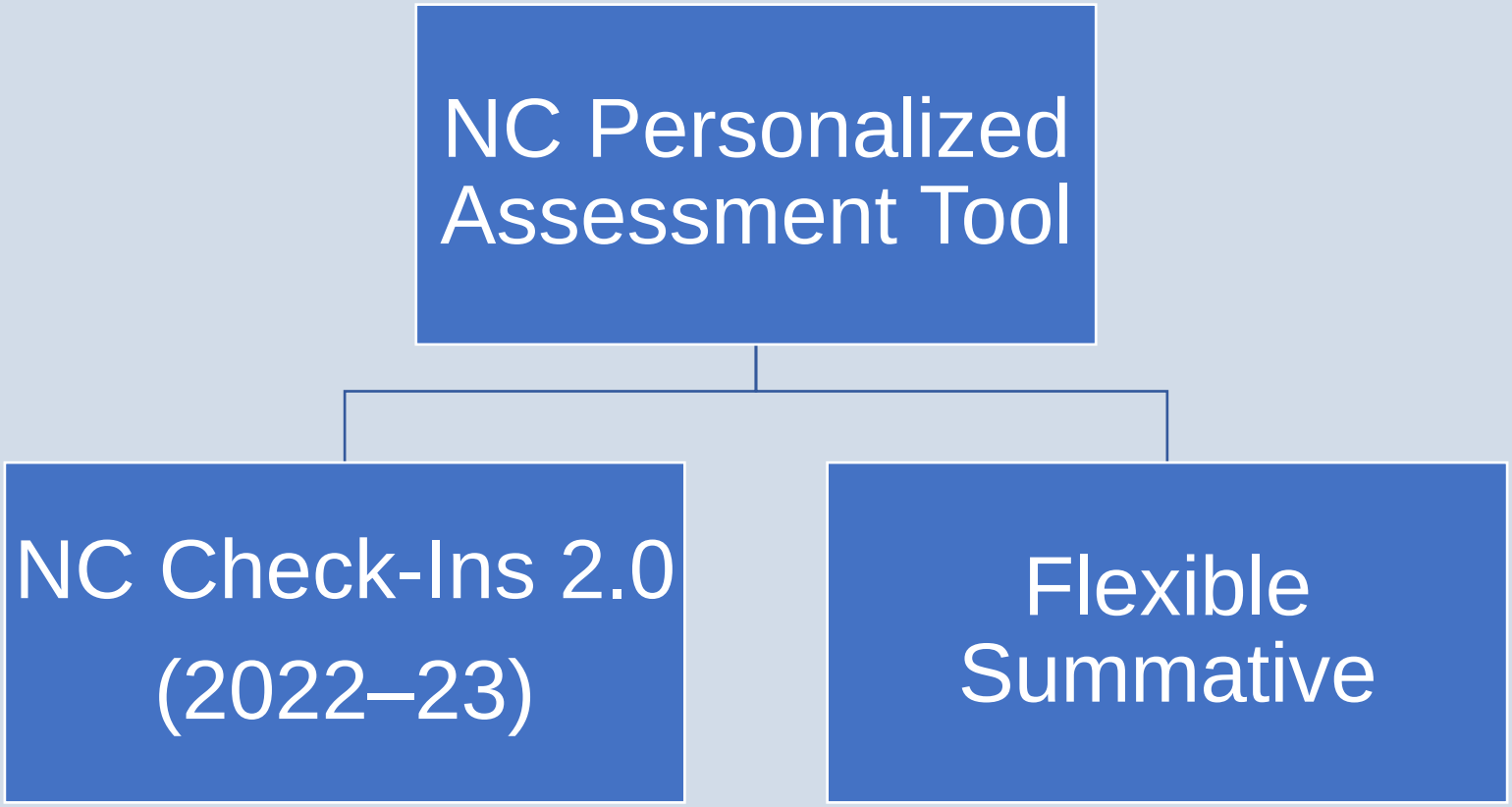
Session Law 2019-212

Senate Bill 621, Part II. Report on North Carolina Personalized Assessment Pilot, Section 2.(a)

- *"It is the intent of the General Assembly that the State move toward a through-grade assessment model, in which all State-mandated assessments are administered in multiple short testing events throughout the school year rather than a single long testing event at the end of the year."*

NC Personalized Assessment Tool

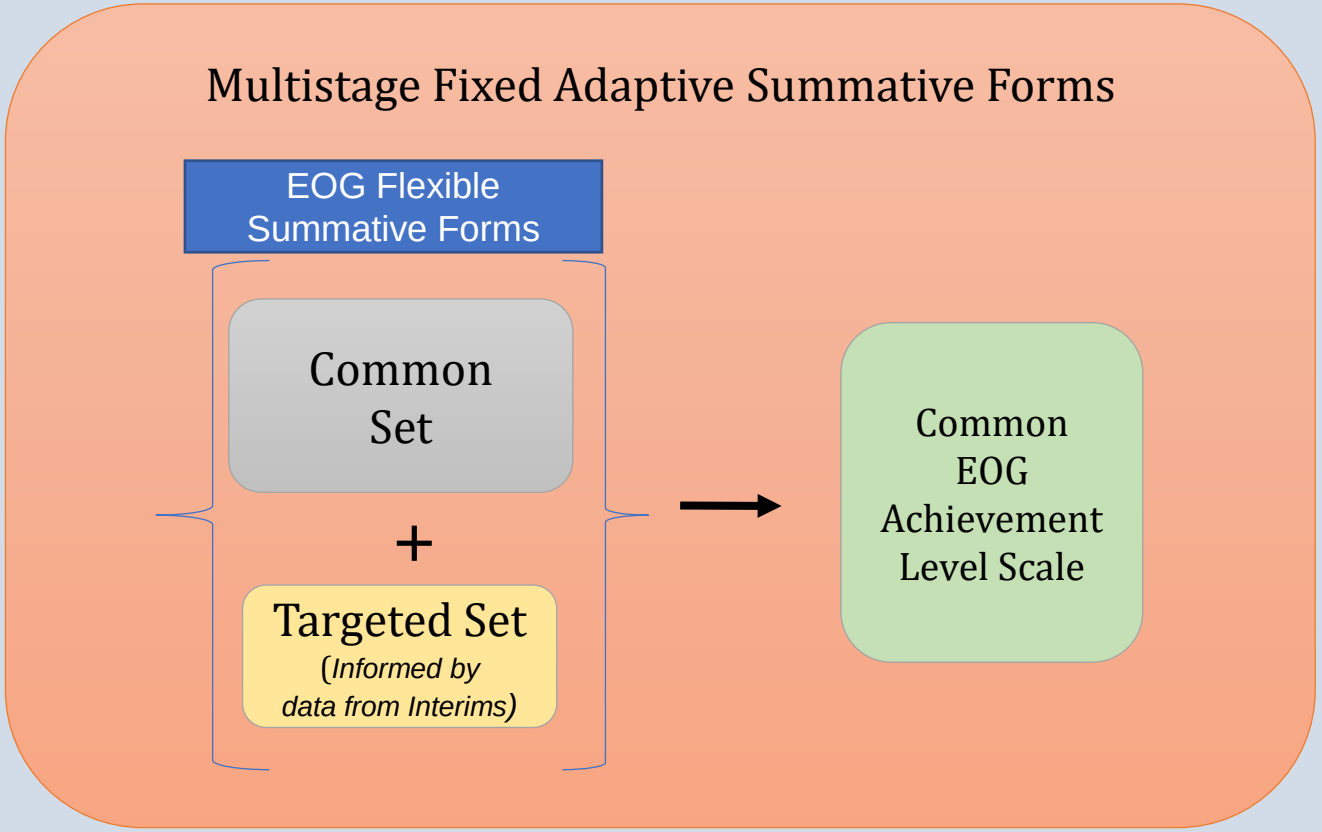
North Carolina Personalized Assessment Tool



NC Check-Ins 2.0 Design

- Designed for online administration
- Three per content area/grade level
- Available for classroom use throughout the school year
- Provide formative feedback data for instructional uses
- May provide a progress indicator for each student in relation to grade-level performance standards

Multistage Fixed Adaptive Summative Design



Timeline and Transition

NCPAT Timeline

Grade Level	Year 1 2019–20	Year 2 2020–21	Year 3 2021–22	Year 4 2022–23	Year 5 2023–24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24 for mathematics and reading.

- If the study proves feasible, EOG science and all EOCs NCPAT assessment planning will begin in 2024–25.

Transition Availability

	2021–22	2022–23	2023–24
Pilot Schools	Grades 4 and 7 • NC Interims • EOGs Grades 3, 5, 6, and 8 • NC Check-Ins • EOGs	Grades 4 and 7 • NC Check-Ins 2.0 • Flexible Summative Grades 5 and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • Flexible Summative Grades 3 and 6 • NC Check-Ins 2.0 • To Be Determined
All Other Schools	Grades 3–8 • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 • NC Check-Ins 2.0 • EOGs Grades 3 and 6 • NC Check-Ins • EOGs	Grades 3–8 • NC Check-Ins 2.0 • To Be Determined

Other NC Check-Ins available: Grades 5 and 8 science, biology, NC Math 1, English II (new) and NC Math 3 (new)

NC Check-Ins	NC Check-Ins 2.0
Purpose: provide formative feedback	Purpose: provide formative feedback, inform starting point on flexible summative, progress indicator
Mathematics: retired content specifications	Mathematics: new content specifications (3 domains/ 5+ standards)
Reading: text complexity increases across forms	Reading: text complexity is consistent across forms
WinScan reporting and NC Test Admin reporting	NCTest Admin reporting
Multiple-choice items and numeric entry	Includes technology-enhanced items
ISRs: quantitative reporting	ISRs: qualitative reporting

Specifications and Individual Student Reports

2022–23 Mathematics NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/4007/open.

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter; including word problems	

Class Item Report

NC Interim 1 - 2021-22 — Math Grade 4 Class Item Report	Teacher: Sample Teacher	Sample Elementary (000000)

Class Mean 21/25	Class Percent Correct 43.8%	School Mean 10.7/25	School Percent Correct 42.9%

	Geometry		Measurement and Data			Number and Operations in Base 10															Operations & Algebraic Thinking				
ITEM NUMBER	13	25	4	14	16	5	8	15	18	20	2	6	9	10	11	12	19	21	23	24	1	3	7	17	22
CONTENT STANDARD	4.G.1	4.G.1	4.MD.3	4.MD.3	4.MD.3	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.2	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.4	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.NBT.7	4.OA.1	4.OA.1	4.OA.1	4.OA.1	4.OA.1
CONTENT STANDARD PERCENT CORRECT	4.G.1 : 43.8		4.MD.3 : 6.9			4.NBT.2 : 40.0					4.NBT.4 : 65.0					4.NBT.7 : 55.0					4.OA.1 : 37.5				
DEPTH OF KNOWLEDGE*	1	1	2	1	2	1	1	1	2	2	2	1	2	1	1	2	2	2	1	2	1	2	1	2	2
CLASS PERCENT CORRECT	45.8	41.7	4.2	8.3	8.3	29.2	66.7	45.8	41.7	16.7	83.3	87.5	41.7	45.8	66.7	79.2	16.7	62.5	54.2	62.5	20.8	37.5	62.5	37.5	29.2
SCHOOL PERCENT CORRECT	42.6	40.4	4.3	10.6	6.4	25.5	72.3	55.3	40.4	12.8	80.9	91.5	38.3	57.4	72.3	70.2	12.8	51.1	53.2	46.8	27.7	36.2	70.2	31.9	21.3
CALCULATOR ACTIVE	No	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	No	No	No	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes
CORRECT ANSWER	D	A	A	B	4	416	TE²	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE²

Class Item Report

	CORRECT ANSWER	D	A	A	B	4	416	TE²	D	D	B	A	A	D	42752	98851	C	C	B	B	C	C	B	B	30	TE²
	Student Name																									
1	STUDENT A 000000000	B	A	C	A	26	416	Yes	D	D	A	A	A	A	42752	98851	C	A	B	B	C	A	D	B	30	No
2	STUDENT B 000000000	D	A	C	D	26	235	Yes	D	B	A	A	A	D	42752	80815	C	A	B	B	C	D	B	B	28	No
3	STUDENT C 000000000	C	B	C	A	24	236	Yes	D	D	C	A	A	D	42752	98851	C	A	D	B	C	A	D	B	30	Yes
4	STUDENT D 000000000	D	A	C	A	14	416	Yes	D	B	B	A	A	D	42752	98851	C	A	B	B	C	A	B	B	30	Yes
5	STUDENT E 000000000	D	D	C	A	26	416	No	D	D	D	A	B	A	42552	98552	D	B	A	D	D	D	D	B	30	No

2022–23 Reading
NC Check-Ins 2.0

- **Content specifications are posted on webpage.**
- **Format**
  - 24 items
    - multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 7 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these concepts, please visit https://www.dpi.nc.gov/media/7228/open.

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events, and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events, and ideas)	
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	

Operations, Partnerships, and Stakeholder Input

NC Check-Ins 2.0 Administration

- Single or multi-day
- In-person
- Accommodates local pacing decisions as PSUs determine order of interim delivery at any point within the single window
- Administration and Review Period
  - October 1–May 31

Partnership with the Friday Institute

- **Fall 2021**
  - Cognitive labs conducted to collect information about technology-enhanced item types at grades 3–5
- **Spring 2022**
  - Cognitive labs conducted to collect information about paper item types for students who cannot access a computer
  - Focus groups with teachers to discuss item types and using reports to guide instruction
  - Two training courses

Courses

- Two training courses will be available at the beginning of the 2022–23 school year.
- Both courses are optional, and it is a local decision as to how they are used.
- The first course is available to pilot schools March 7, 2022, and is 30-minutes long.
- Available July 2022, and is 10-hours long. This course has been broken into small sections for manageability.

Course One: *North Carolina Personalized Assessment Tool Training Course*

- Course Competencies
  - Introduce participants in the purposes of the *NC Interims* and how they can be used to support learning as formative classroom resources.
  - Develop understanding of how to use and interpret two main reports from *NC Interims*, specifically the *Individual Student Report* (ISR) and the *Class Item Report* (CIR).

Course Two: *Three A's (Assessment, Analysis, Action) of Data... Increasing Achievement One Student at a Time*

- Course Competencies
  - Immerse participants in the use of data literacy and develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning to increase student achievement;
  - Identify and explore best practices in data-driven decision making as identified within research-based strategies;
  - Empower educators (or teacher leaders) to create a positive culture where change can best be understood and embraced by students and parents; and;
  - Invite educators to interact and collaborate with peers who are implementing interim assessments, such as *NC Interims*, into classroom instruction by creating a professional learning network.

Stakeholder Input

- Critical to this process
  - Public School Units (PSUs) and Schools
  - Teacher Leadership Council
  - Testing and Growth Advisory
  - Configuration Control Board (group of testing and accountability leaders that provides input to the Division of Accountability Services on stakeholder issues)
  - North Carolina Technical Advisors
  - NCDPI staff members

Questions

What considerations do we need keep in mind regarding English Learners as we build out the innovative assessment pilot?

https://bit.ly/Spring2022IADAQuestions

North Carolina Department of
PUBLIC INSTRUCTION

IV-20: English Learners Padlet

EL/IADA Webinar (4/29/22)

This Padlet provides participants in the EL/IADA webinar to offer input and ask questions during the presentation.

WENDY_WOOTEN JAN 12, 2022 01:12PM

Questions I have regarding EL/IADA are...

Will the targeted set of items in the multistage fixed adaptive form show more clear growth compared to current EOG ?

Can you inform of any ESSA goals/accountability implications with this assessment if any?

Will districts get to decide whether they use Flex summative or will it be mandated for all?

Will long-answer items be included where students actually write answers?

Right now the only open ended items are the numeric entry with math. — ANONYMOUS

How will accommodations for ELs be provided during the IADAs?

Will 1st year newcomers' scores "status" remain the same as now?

Will the ELs be able to use all the accommodations during these assessments? Is there any change in the accommodations provided ?

Something I'd like more information or clarification about with EL/IADA is...

What do each set contain in general? If a form is personalized, what do the different forms look like or contain for individual students?

Can you clarify again the advantage of switching to having text complexity consistent across forms as opposed to increasing complexity?

Thank you for the clarification, I understand now. — HULTGRC

Will NC Check-ins 2.0 provide electronic accommodations to MLs? Ex.: read-aloud, extended time, dictionary, etc. (or will the accommodations be provided by the administrator?)

Yes! There are several features embedded into the system, like read aloud, larger font, highlighters. There are not timers, so students are able to take as long as they needed, and they can be administered over multiple settings. There is not a dictionary, so those will still need to be provided at the classroom level. — ANONYMOUS

I concur with the need for electronic dictionaries. Where are newcomers and ELs getting dictionary skills instruction in two languages? Rather, they're taught to use translate tools, apps, and websites. — TAMARA COBURN

I agree @Tamara — LYNDSAY BLOECH

Will parents receive a report after each check-in or at the end of the year?

Reports will be generated and can be sent home to immediately parents after each NC Check-In 2.0. — ANONYMOUS

A concern or worry that I have with EL/IADA is...

mobile and or migrant students who don't have 2 check ins to inform the targeted set?

How many passages, etc.? Otherwise, it becomes a test of stamina. Then, it reduces the reliability of the data.

Answered during presentation — ANONYMOUS

I work at a Newcomers school--I have the same concern about 2 targeted sets, and also concerned about SLIFE students--general question about whether this is exclusively an on-grade level assessment and whether or not there is more validity with this than EOG

So this is more of a summative achievement test than a diagnostic assessment, then?

Thoughts/comments I have about EL/IADA are...

I'm glad to see that we are finally moving away from the high-stakes Once-a-year EOG model.

I like that this opens up the ways for our students to be assessed. Similarly to the Read-to-Achieve multiple chances to show proficiency.

Reports are needed in more languages than just Spanish. The largest growing language group in NC is Arabic

******

IV-21: Curriculum Leaders Presentation (September 16, 2021)

Accountability Updates

Tammy Howard, P.h.D.
Director, Accountability Services

Curriculum Leaders Conference
September 16, 2021

Test Results 2020–21

Context for Discussion of 2020–21 Test Results

- The reporting of the test data is to support local educators and parents in planning and targeting resources for the 2021–22 school year
  - Not intended to be an accountability report; accountability was waived

Testing Results 2020–21

- Reported to the State Board of Education on September 1
  - All grade levels/courses had a 90% participation rate or higher
  - The percentage of students meeting Level 3 and above (Grade Level Proficiency) or Level 4 and above (College and Career Readiness) in 2020–21 was lower in all content areas and grades/courses than in the 2018–19 school year.

2020–21 Test Results

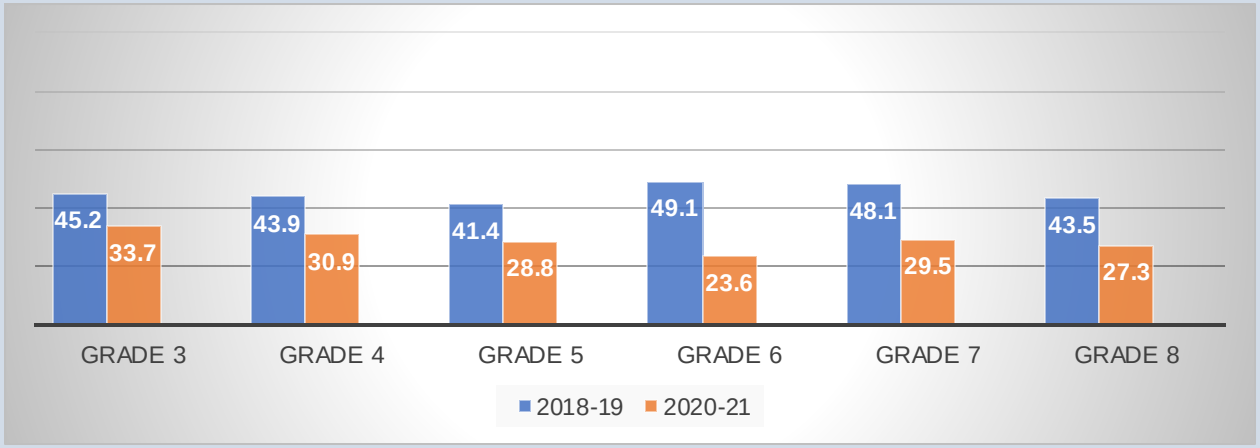


Figure 1. End-of-grade reading performance by grade (Level 4 and above—CCR Standard)

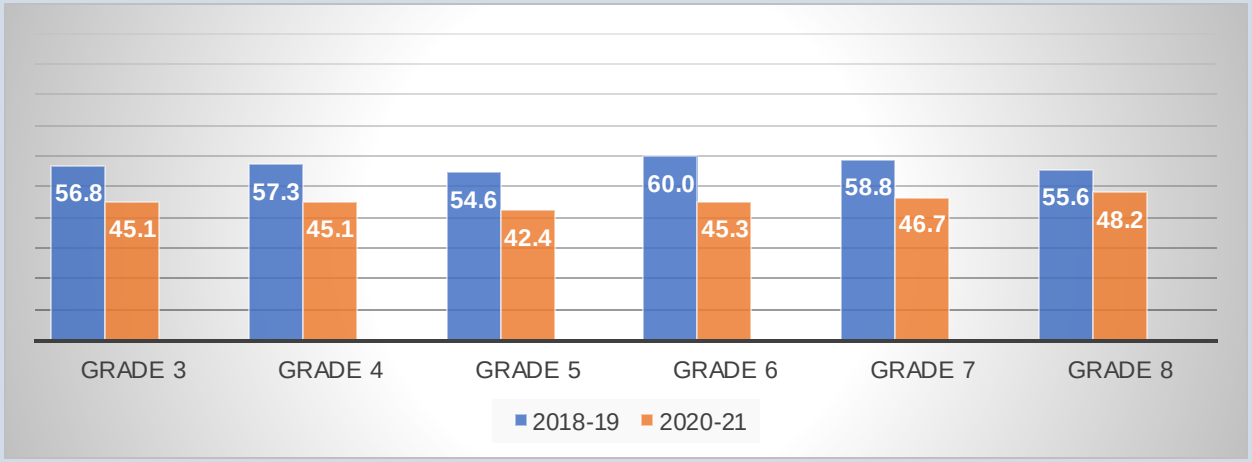


Figure 2. End-of-grade reading performance by grade (Level 3 and above—GLP Standard)

2020–21 Test Results

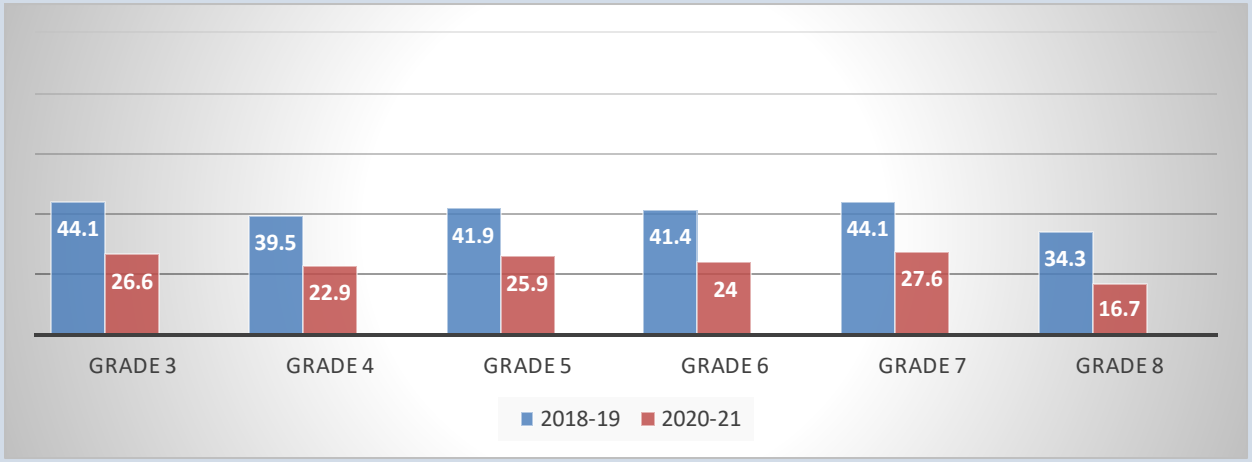


Figure 3. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard)

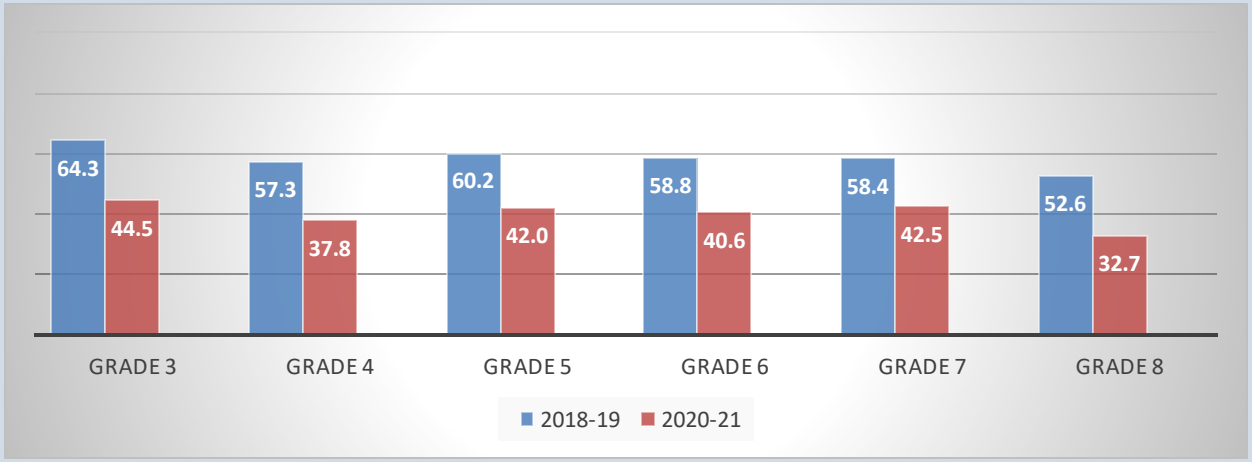
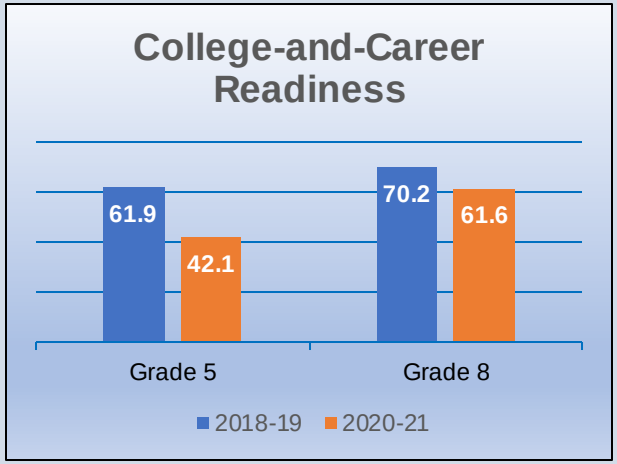


Figure 4. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard)

2020–21 Test Results



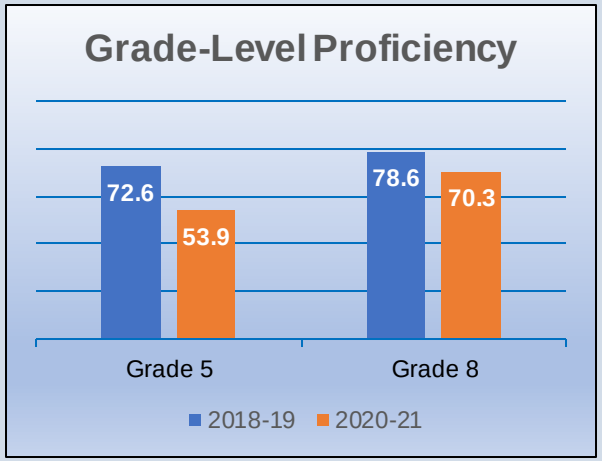
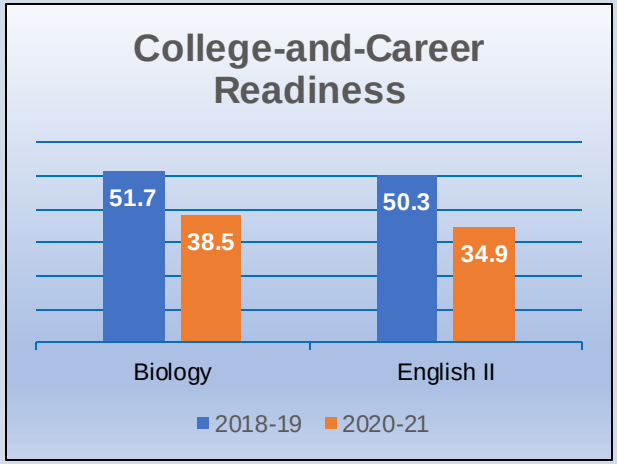


Figure 5. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)



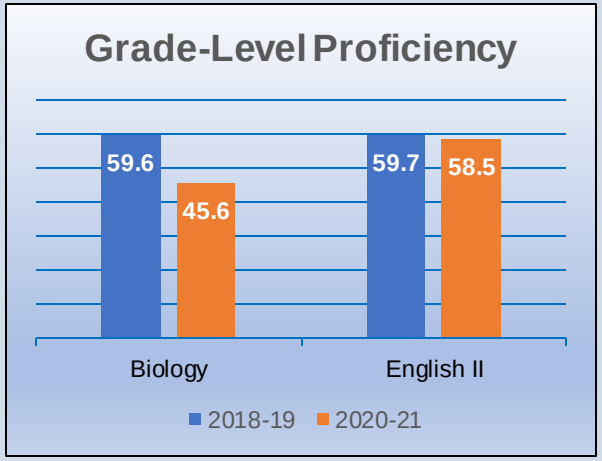


Figure 6. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

2020–21 Test Results

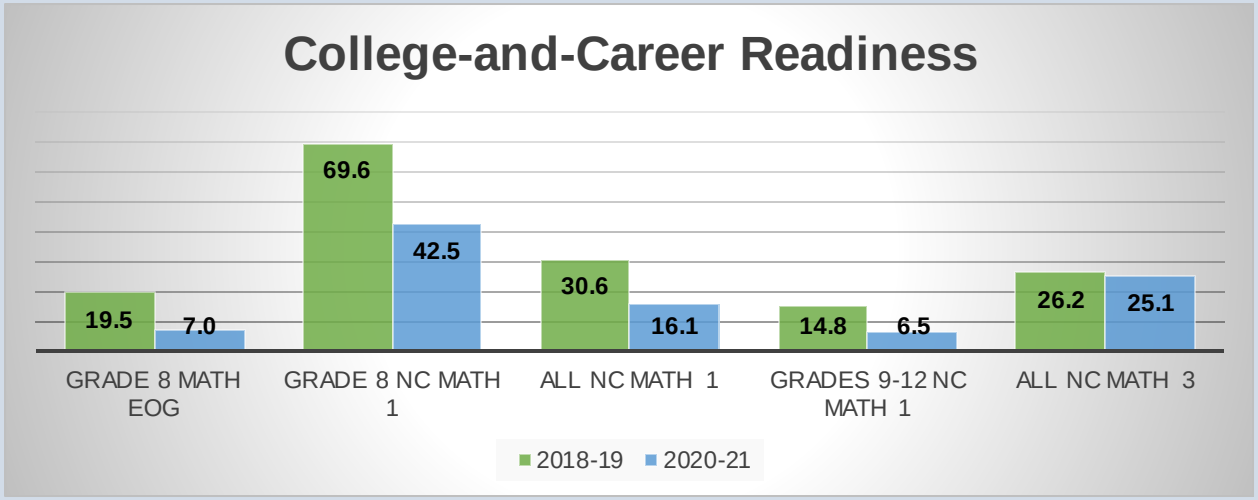


Figure 7. Mathematics end-of-grade and end-of-course performance information at grades eight through twelve (Level 4 and above—CCR Standard)

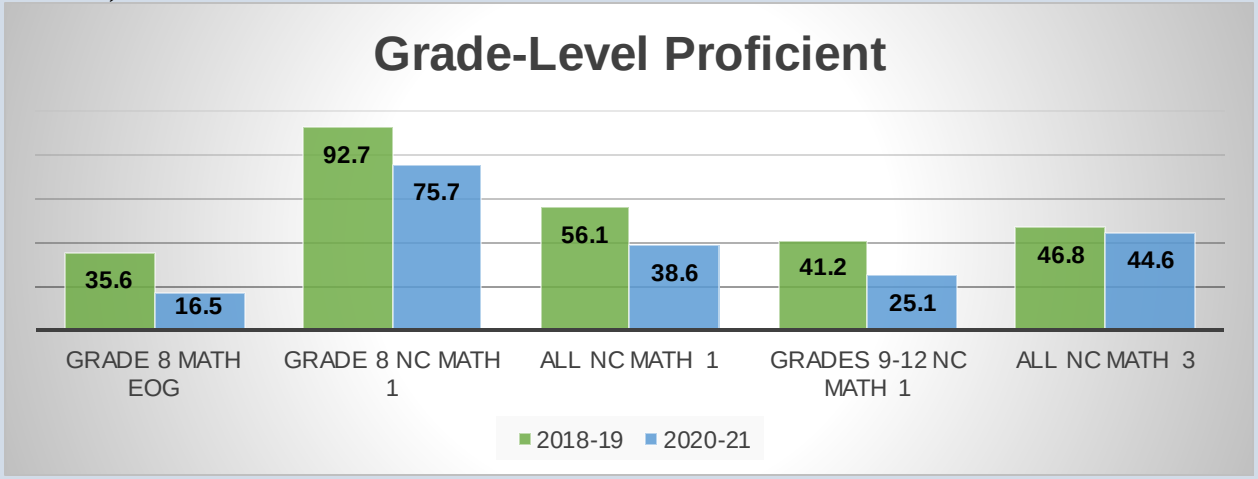


Figure 8. Mathematics end-of-grade and end-of-course performance information at grades eight through twelve (Level 3 and above—GLP Standard)

Disaggregated Results: 2018–19 and 2020–21

- For all EOG and EOC assessments, all subgroups had a decrease in the percent meeting GLP and CCR except for the Asian subgroup for three tests
  - Reading Grade 8 GLP
  - NC Math 3 CCR
  - English II GLP

Disaggregated Results by Academic Achievement Level

- The distribution of students across the academic achievement levels has shifted (Tables 12; 22–29)
  - Fewer students at Level 5
  - More students at Not Proficient
- This percentage point change in the distribution of students at each academic achievement level is consistent with the decrease in the percentage of students meeting grade level proficiency or college and career readiness

Other Assessments

- ACT and WorkKeys showed decreases for all subgroups except Asian
  - Not as large differences as EOGs/EOCs
  - WorkKeys had lowest participation at 67%
  - Content for ACT is not as course specific as an EOC but rather cumulative

2020–21 Grade 11 ACT Results

ACT Grade 11	Number Expected to Test	Percent Tested	Percent Not Tested	Met ACT Minimum 2018–19	Met ACT Minimum 2020–21
All Students	103,766	86	14	55.8	55.2
American Indian	1,089	85	15	37.4	36.6
Asian	3,634	88	12	77.9	79.6
Black	24,559	78	22	32.0	30.1
Hispanic	17,806	81	19	40.2	39.6
Two or More Races	4,692	84	16	56.5	54.5
White	51,874	91	9	70.3	68.6
Economically Disadvantaged	31,159	78	22	35.8	34.3
Not Economically Disadvantaged	72,607	89	11	67.9	62.8
English Learners	5,498	73	27	6.9	6.1
Not English Learners	98,268	87	13	57.9	57.0
Students with Disabilities	11,473	76	24	15.3	13.4
Not Student with Disabilities	92,293	87	13	59.1	58.5
Academically or Intellectually Gifted	17,876	94	6	>95	94.7

2020–21 Grade 12 WorkKeys Results

WorkKeys Grade 12	Number Expected to Test	Percent Tested	Percent Not Tested	Silver or Better 2018–19	Silver or Better 2020–21
All Students	44,792	67	33	65.5	63.3
American Indian	570	72	28	61.9	54.0
Asian	1,439	48	52	81.3	82.4
Black	9,772	60	40	47.4	45.7
Hispanic	7,267	66	34	61.9	57.9
Two or More Races	1,803	66	34	63.5	63.0
White	23,893	71	29	73.7	70.2
Economically Disadvantaged	12,201	65	35	54.5	51.6
Not Economically Disadvantaged	32,591	68	32	72.3	67.4
English Learners	1,584	60	40	16.6	15.9
Not English Learners	43,208	67	33	66.4	64.5
Students with Disabilities	2,955	67	33	21.0	18.8
Not Students with Disabilities	41,837	67	33	68.6	66.4
Academically or Intellectually Gifted	7,798	69	31	94.6	94.1

English Learners

- Identified English learners take the English proficiency test annually to monitor progress and to determine if students may exit such status
  - Percentage of students who participate in the tests
    - Second lowest participation of any tests: 84%
  - Qualifying to exit identification as an English learner
    - Percentage of students exiting decreased from 9.2 in 2018–19 to <5 in 2020–21

2020–21 English Learner Exit Results

English Learners Exiting Status	Number Expected to Test	Percent Tested	Percent Not Tested	Percent Exited 2018–19	Percent Exited 2020–21
All English Learners	120,489	84	16	9.2	<5
American Indian	228	85	15	7.1	<5
Asian	10,606	77	23	17.1	10.1
Black	3,876	79	21	8.8	<5
Hispanic	99,488	86	14	7.9	<5
Two or More Races	760	79	21	13.7	7.0
White	5,177	83	17	16.5	8.8
Economically Disadvantaged	58,429	86	14	7.8	<5
Not Economically Disadvantaged	62,060	83	17	12.1	<5
Students with Disabilities	19,981	82	18	<5	<5
Not Students with Disabilities	100,508	85	15	10.9	<5
Academically or Intellectually Gifted	485	82	18	55.4	35.0

Current Status 2021–22

- Not aware of any U.S. Department of Education discussion of a federal waiver for accountability or testing
- There are not plans to expand testing windows
- ACT scores from 2020–21 will be included in the ACT/WorkKeys indicator for accountability in the 2021–22 school year (providing make-up administrations for last year's 11th grade students who did not take the ACT)

Current Status 2021–22

- Setting reported percentiles on the 2020–21 data (Individual Student Reports)
- All grade 3 reading assessments will be reported on the academic achievement levels reported by the SBE in August 2021

Considerations for 2021–22

- No discussion of a federal waiver for accountability or testing
- There are not plans to expand testing windows
- ACT scores from 2020–21 will be included in the ACT/WorkKeys indicator for accountability in the 2021–22 school year (providing make-up administrations for last year's 11th grade students who did not take the ACT)

ESSA Future Considerations (requires an amendment)

- Re-setting long-term goals
  - Grades 3–8 Reading and Mathematics
  - Grade 10 Reading (English II)
  - Grade 11 (Biology and NC Math1/NC Math 3)
- Amending the exit criteria for Targeted Support and Improvement Schools

Innovative Assessment Demonstration Authority (IADA)

Where We are Now

Benefits

- Occurs at the conclusion of instruction
- Is a reliable estimate of students' performance on grade level content
- Provide reliable data for growth and student subgroup performance to support instructional planning

Limitations

- Does not provide actionable data to inform instruction throughout the year
- Estimate is based on a single time point and fixed sets of items/tasks
- Design could be improved to increase classification consistency of students across various academic achievement levels

The Beginning of the Journey

The 2015 Task Force on Summative Assessment led to the development and implementation of NC Check-Ins

Valid and reliable measures of content standards	Assessments throughout the year that inform and guide instruction and that may predict performance on future assessments	A stand-alone summative assessment at the end of the year that may be connected to the interim assessments

Innovative Assessment Demonstration Authority (June 2019)

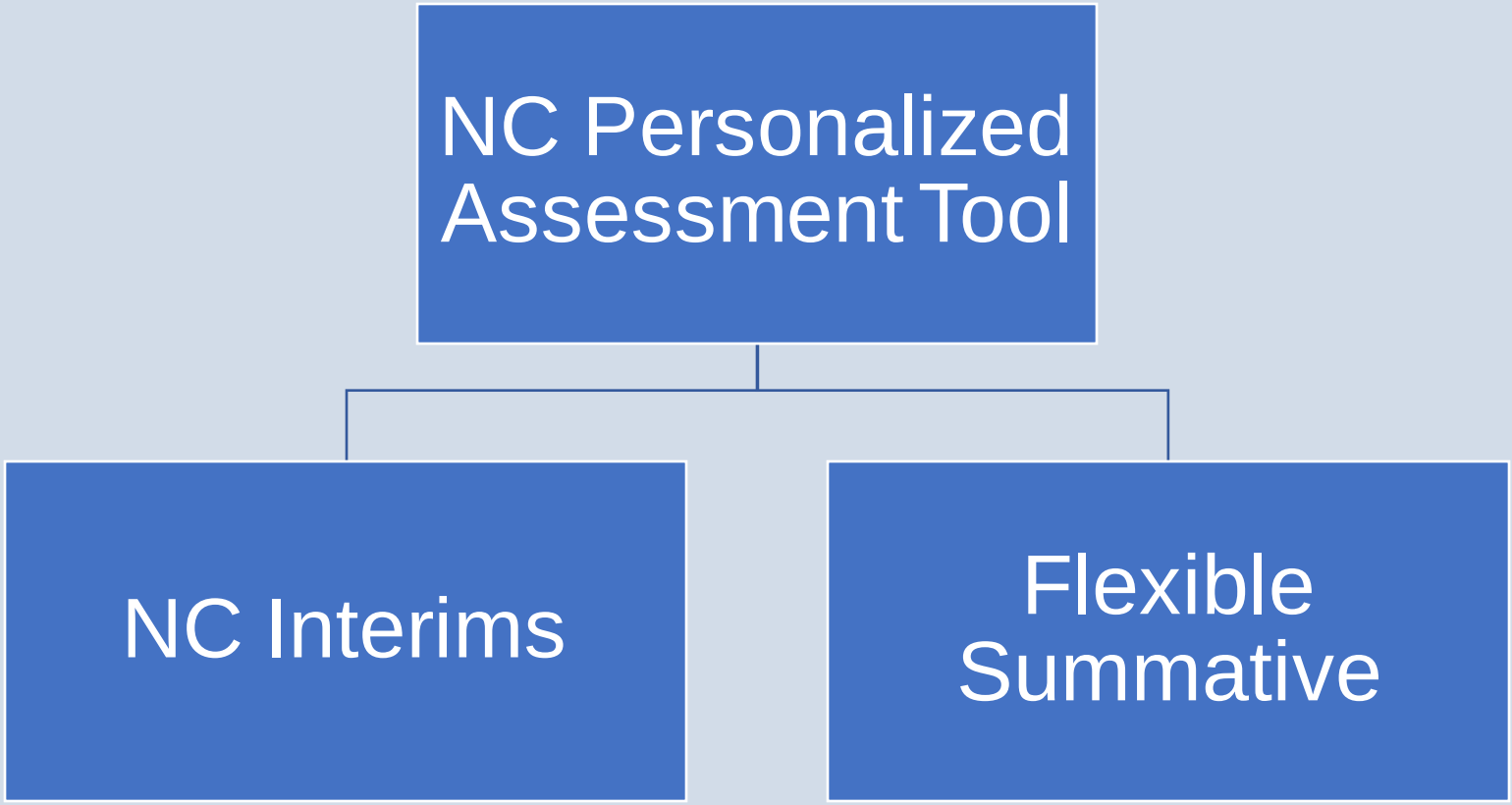
The Journey Continues

- Required by NC General Statute (Senate Bill 621-2019 session)
  - Reading and mathematics grades 3–8
  - Plan for expansion to science and end-of-course after the conclusion of the pilot/study
  - Annual report to the Joint Legislative Education Oversight Committee (each November 2020–2024)

Purpose

- The current design purposes of the North Carolina Personalized Assessment Tool are to:
  - provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level-specific content standards so classroom instruction may be tailored to individual student's needs;
  - provide a progress indicator for each interim on individual student performance in relation to overall grade level performance expectation; and
  - provide a reliable estimate to inform a student's summative assessment experience

North Carolina Personalized Assessment Tool



NCPAT System

NC Interims	Flexible Summative
• Three interim assessments available to districts and schools to provide formative feedback.	• Multistaged-fixed adaptive forms designed to provide optimal measurement precision along the entire grade level scale.
• Single flexible Interim administration window to accommodate for local curriculum.	• Flexible test experience for students based on information gathered from NC Interims throughout the year.
• Interim data will be used to inform most appropriate summative form for each student.	• Flexible summative will sample a broader range of content standards without need to increase test length.
• Updated dynamic formative reports for teachers and students.	
• Interims will provide an estimate of student's grade level performance expectation.	

Research Study

- The NCPAT is a pilot program until North Carolina has evidence and gets approval the system meets all technical requirements.
- During this pilot phase there will be adjustments to the current design primarily based on:
  - feedback from Pilot participants
  - and data review and evidence from technical experts.
- Innovation is a continuous process of change.
  - Through IADA, the department with the support of PSU is committed to systematic transformation of assessment to best support instruction.

Timeline for Pilot

Year	Development Activity
2019–20	Item Development
2020–21	Test Specifications, Item Development, and Professional Development
2021–22	Administer Grades 4 and 7 Mathematics and Reading NC Interims • *NC Check-Ins will run parallel*
2022–23*	Administer Grades 4, 5, 7, and 8 Mathematics and Reading NC Interims and Flexible Summative • *NC Check-Ins will update to NC Interims*
2023–24	Administer Grades 3–8 Mathematics and Reading NC Interims and Flexible Summative

*Possible addition of Grades 5 and 8 Science with standards adoption in June 2022
Field testing in 2022–23, 2023–24 administration

Interim and Summative Availability

	2021–22	2022–23	*2023–24**
Pilot Schools	Grades 4 and 7 Mathematics and Reading • NC Interims • EOGs Grades 3, 5, 6, and 8 Mathematics and Reading • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 Mathematics and Reading • NC Interims • Flexible Summative Grades 3 and 6 Mathematics and Reading • NC Check-Ins • EOGs	*Grades 3–8 Mathematics and Reading* • *NC Interims* • *Flexible Summative*
All other NC Schools	Grades 3–8 Mathematics and Reading • NC Check-Ins • EOGs	Grades 3–8 Mathematics and Reading • NC Check-Ins (grades 3 and 6) • NC Interims (grades 4, 5, 7, and 8) • EOGs	

*Outcomes of study will affirm feasibility of statewide implementation

2021–22 Reading NC Interims

- Grades 4 and 7 Reading
- Format:
  - 24 items
    - Grade 4: multiple-choice
    - Grade 7: multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items.
  - Suggested time of 90 minutes

2021–22 Mathematics NC Interims

- Grades 4 and 7 mathematics
  - Interim specifications have been developed with feedback from teachers across the state. The groupings of standards on these interims differs from those used on the NC Check-Ins.
- Format
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items.
    - We have partnered with The Friday Institute to see if we can expand technology-enhanced items to Grade 4.
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

Interim Administrations

- **Interim Administration:**
  - Single or multi-day administration (Local decision)
  - Remote or in-person option (Local decision)
  - No off-grade level administration
  - Order of interim delivery determined by teacher
  - No misadministration form
  - No sample questions
- **Administration and Review Period:**
  - October 1, 2021–May 31, 2022

Next Steps

- Design Individual Student Reports for interims
- Implement professional development courses
- Item development and embedded field test administration
- Administer NC Interims and analyze data
- Development of test specifications for mathematics interims
- Develop NC Interims and Flexible Summative for the 2022–23 school year

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these standards, please visit https://dpi.nc.gov/media/4007/open

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	
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Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter, including word problems	

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

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Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Draw inferences about ideas, events and actions • Provide an objective summary • Analyze how the theme or central ideas develop • Analyze interactions (particular literary elements, individuals, events and ideas)	Approaching ● Satisfactory
Craft and Structure After reading a text, students can: • Interpret meanings of words and phrases • Explain how the form or structure of a text contributes to its meaning • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text • Analyze how authors distinguish their position from others	Approaching ● Satisfactory
Integration of Ideas and Analysis After reading a text, students can: • Trace and evaluate the argument and specific claims • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	Approaching ● Satisfactory
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	Approaching ● Satisfactory

Operation Polaris: Accountability and Testing

In Closing…

- Operation Polaris addresses accountability and testing
  - Weights for achievement and growth
  - Consideration of other indicators
  - Assessments that support instruction throughout the school year

QUESTIONS

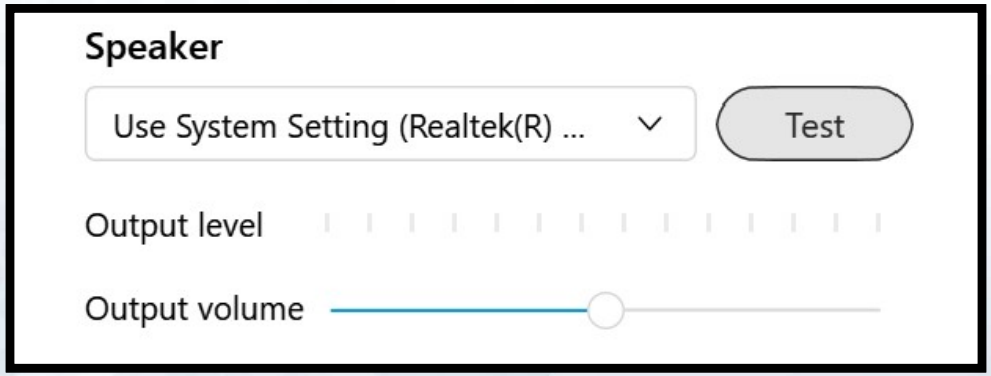
IV-22: State Test Coordinators' Conference Presentation (September 27, 2021)

What does an innovative assessment system look like?

September 27, 2021

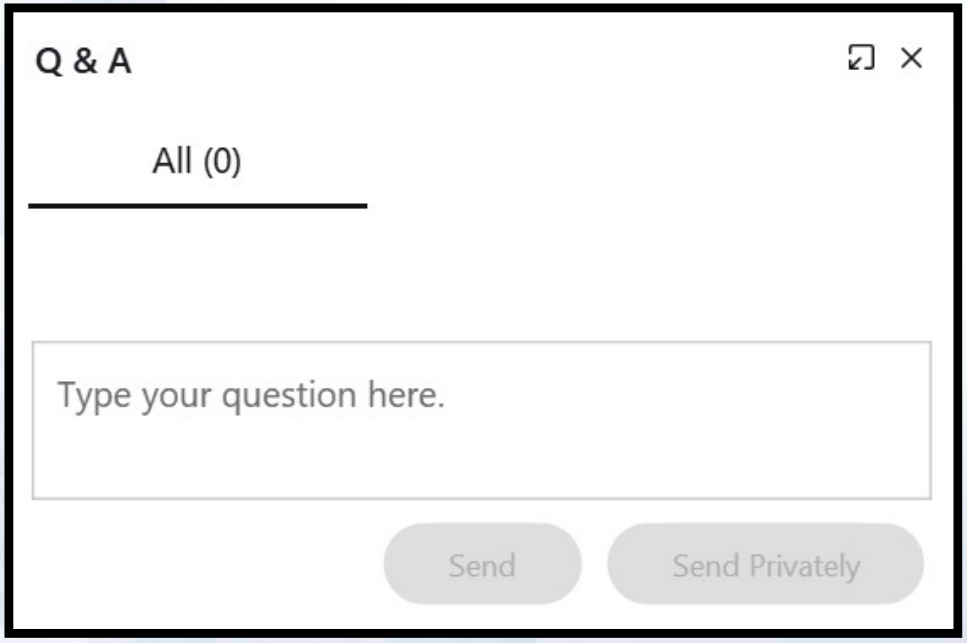
Welcome!

- To check your speakers:
  - Select Audio & Video at the top of the screen in the menu bar.
  - Select Speaker and Microphone Settings...
  - Here you can "Test" your speakers and adjust your volume



Welcome!

- Question and Answer (Q&A):
  - Select  to expand the Q & A box
  - Type your question in the box to send a question to the presenters.



Tech Help…

- If you are having technological difficulties before or during the sessions, please contact Beth Nash:
  - Elizabeth.Nash@dpi.nc.gov

Welcome and Introduction

NCDPI Accountability Services

Tammy Howard, Ph.D.
Director of Accountability Services

Kinge Mbella, Ph.D.
Lead Psychometrician

Maxey Moore
Section Chief, Test Development

Innovation

Where We are Now: Current EOGs

Benefits

- Occurs at the conclusion of instruction
- Is a reliable estimate of students' performance on grade level content
- Provide reliable data for growth and student subgroup performance to support instructional planning

Limitations

- Does not provide actionable data to inform instruction throughout the year
- Estimate is based on a single time point and fixed sets of items/tasks
- Design could be improved to increase classification consistency of students across various academic achievement levels

Stakeholders' Feedback on Current EOGs

Teachers and Administrators

- Would like to get detailed and immediate feedback from assessments highlighting:
  - Skills or content standards students have mastered
  - Skills or content standards in which students need additional support

Parents

- Would like to see the test length shortened, especially in grades 3–5
  - Test administration spread over multiple administrations
  - High stakes nature eliminated to reduce stress
  - Assessments aligned to what is being taught

Considering Innovation within Statewide Summative Assessment

- NCDPI's proposed assessment system for the Innovative Assessment Demonstration Authority (IADA) will:
  - Meet federal requirements for fairness, validity, and reliability
  - Assess grade-level content standards
  - Incorporate interim assessments that provide through-year data on student performance for selected content standards
  - Provide formative student-level and class-level reports for parents and teachers

Q & A

Any questions?

Design

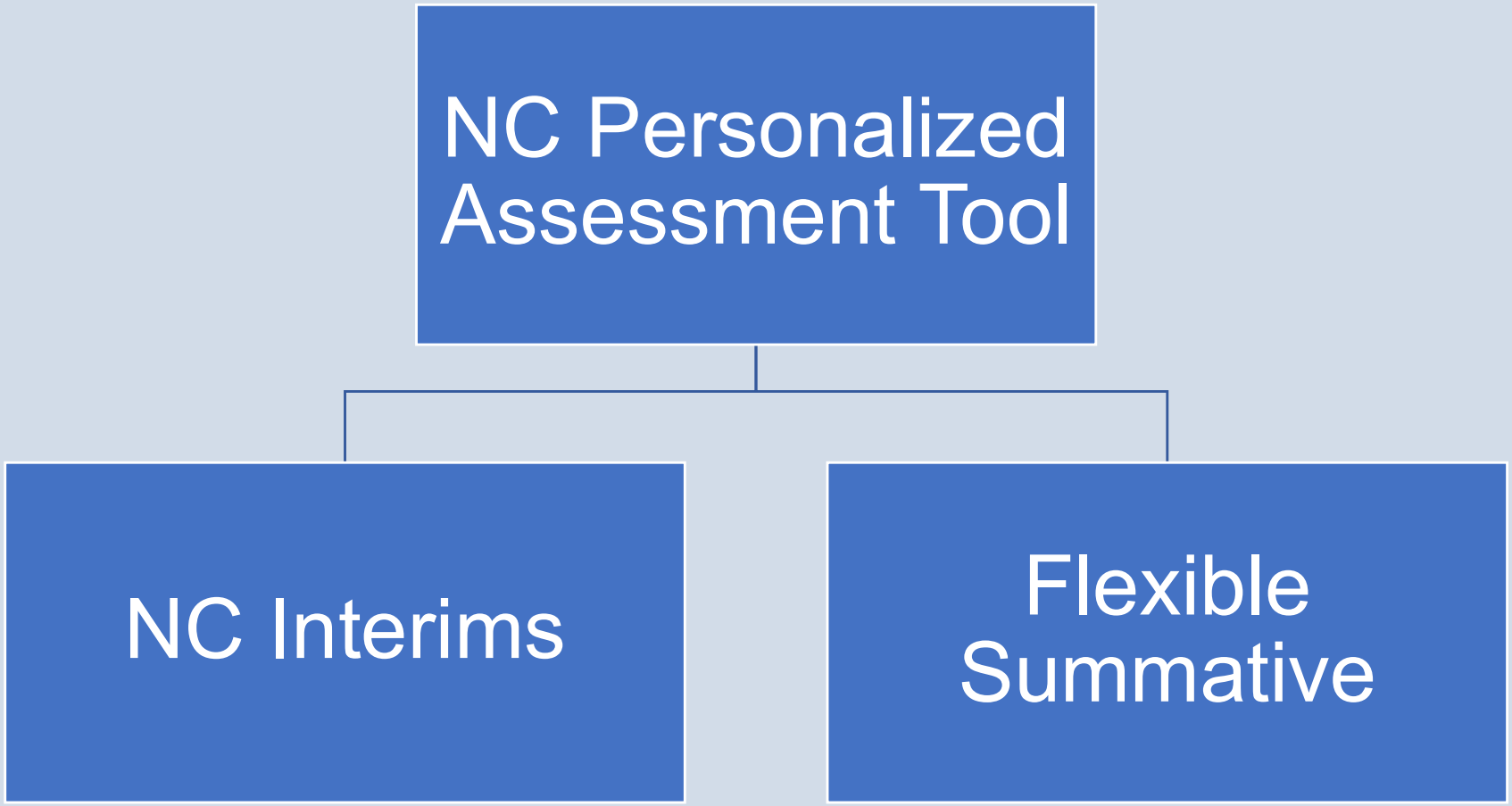
Research Study

- The NCPAT is a pilot program until North Carolina has evidence and receives approval that the system meets all technical requirements.
- During this pilot phase there will be adjustments to the current design primarily based on:
  - feedback from all stakeholders
  - data review and evidence from technical experts
- Innovation is a continuous process of change.
  - North Carolina is committed to systematic transformation of assessment to best support instruction

Purpose

- The current design purposes of the North Carolina Personalized Assessment Tool are to:
  - provide educators, students, and stakeholders with immediate and detailed feedback on student performance on grade-level-specific content standards so classroom instruction may be tailored to individual student's needs;
  - provide a progress indicator for each interim on individual student performance in relation to overall grade level performance expectation; and
  - provide a reliable estimate to inform a student's summative assessment experience.

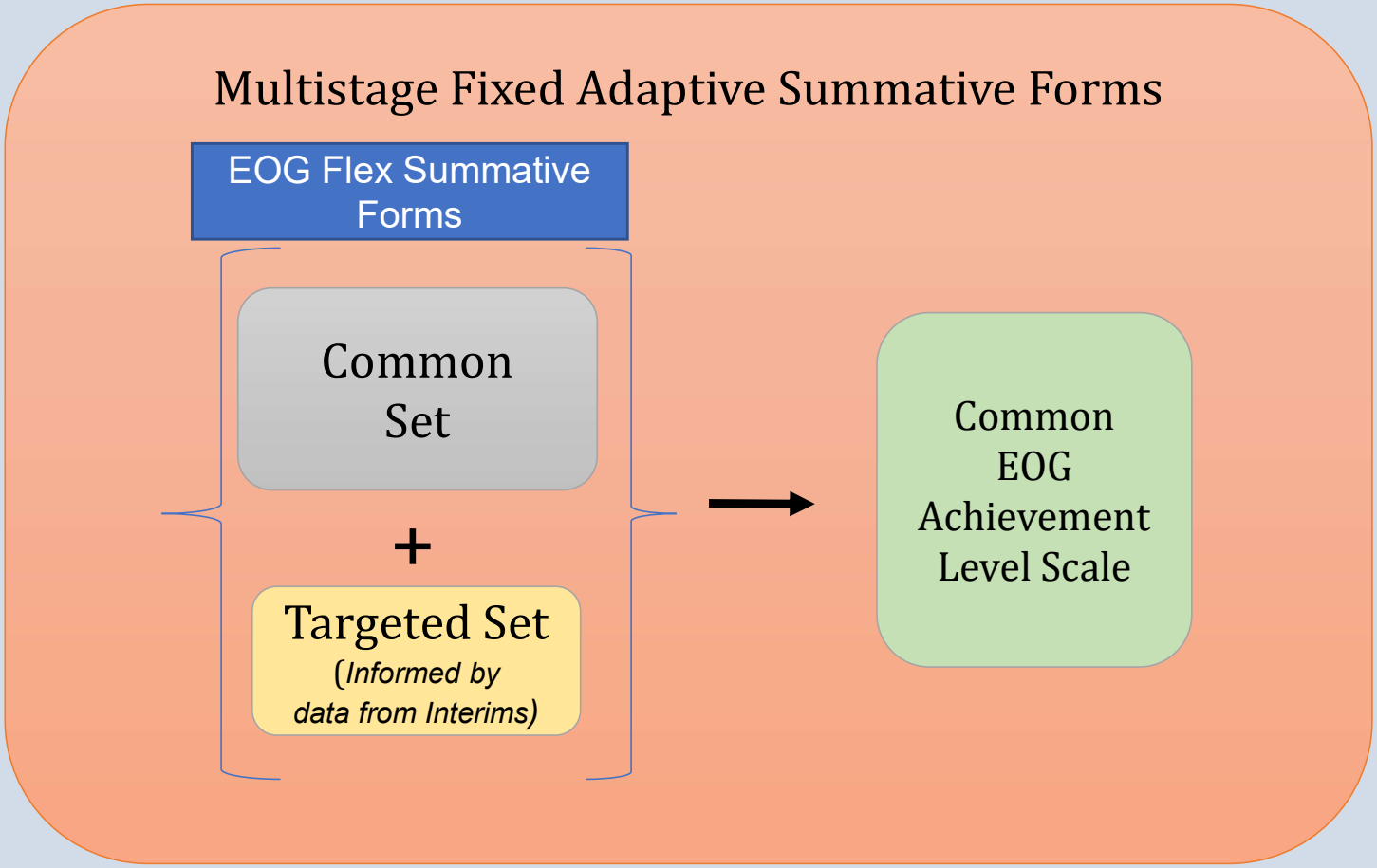
North Carolina Personalized Assessment Tool



NCPAT System

NC Interims	Flexible Summative
• Three interim assessments available to districts and schools to provide formative feedback.	• Multistaged-fixed adaptive forms designed to provide optimal measurement precision along the entire grade level scale.
• Single flexible interim administration window and administering interims in any order to accommodate for local curriculum.	• Flexible test experience for students based on information gathered from NC Interims throughout the year.
• Updated dynamic formative reports for teachers and students.	• Flexible summative will sample a broader range of grade-level content standards without need to increase test length.
• Interims will provide an estimate of student's grade level performance expectation.	• Flexible summative will be on the same scale as the End-of-Grade tests.
• Interim data will be used to inform most appropriate summative form for each student.	• All flexible summative forms will ensure reliable estimate of student achievement levels.

Multistage Fixed Adaptive Summative Design



Q & A

Any questions?

Logistics

Pilot Timeline

Year	Development Activity
2019–20	Item Development
2020–21	Test Specifications, Item Development, and Professional Development
2021–22	Administer Grades 4 and 7 Mathematics and Reading NC Interims Only
2022–23*	Administer Grades 4, 5, 7, and 8 Mathematics and Reading Unified Interim System and Flexible Summative
2023–24	Administer Grades 3–8 Mathematics and Reading Unified Interim System and Flexible Summative

*Possible addition of Grades 5 and 8 Science with standards adoption in June 2022
Field testing in 2022–23, 2023–24 administration

Transition Availability

	2021–22	2022–23	*2023–24**
Pilot Schools	Grades 4 and 7 Mathematics and Reading • NC Interims • EOGs Grades 3, 5, 6, and 8 Mathematics, Reading and Science • NC Check-Ins • EOGs	Grades 4, 5, 7, and 8 Mathematics and Reading • Unified Interim System • Flexible Summative Grades 3 and 6 Mathematics, Reading, and Science • NC Check-Ins • EOGs	*Grades 3–8 Mathematics and Reading (Possibly Science Grades 5 and 8)* • Unified Interim System • Flexible Summative
All other NC Schools	Grades 3–8 Mathematics and Reading • NC Check-Ins • EOGs	Grades 3–8 Mathematics and Reading • NC Check-Ins (grades 3 and 6) • Unified Interim System (grades 4, 5, 7, and 8) • EOGs	

*Outcomes of study will affirm feasibility of statewide implementation in 2023-24

NC Interims and Local Control

- **Interim Administration:**
  - Single or multi-day administration
  - In-person or remote option
  - Accommodates local pacing decisions as PSUs determine order of interim delivery at any point within the single window
- **Interim Administration and Review Period:**
  - October 1–May 31

2021–22 NC Interim Administrations

- **Eligibility:** (2021–22) Pilot school students following the NC *Standard Course of Study* and enrolled in grades 4 and 7 mathematics and reading.
- **Online administration:** *Only* available online. Accommodations available for students who cannot access the online system.
  - No misadministration form
  - No sample questions
- **Number of NC Interims:** Three reading and three math interims at grades 4 and 7.

2021–22 Mathematics NC Interims

- **Grades 4 and 7 Mathematics**
  - Interim specifications for 2021–22 have been developed with feedback from teachers across the state. The groupings of standards on these interims differs from those used on the NC Check-Ins.
- **Format**
  - 25 items
  - Item types include four-option multiple-choice items, open-ended numeric entry items, and technology-enhanced items
  - Calculator active and inactive sections
  - Suggested time of 90 minutes

2021–22 Reading
NC Interims

- Grades 4 and 7 Reading
- Format:
  - 24 items
    - Grade 4: multiple-choice
    - Grade 7: multiple-choice and technology-enhanced
  - 3 reading selections, including distinct selection types (Informational, Literature, or Poetry)
  - For each selection, there will be 6 to 9 four-option multiple-choice items or technology-enhanced items
  - Suggested time of 90 minutes.

Interim Reporting Feedback

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in mathematics. This report provides information on your student's progress in learning grade 4 mathematics. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

Approaching- The student is beginning to understand these concepts; more support is needed.
Satisfactory- The student has a satisfactory understanding of these concepts.

Note: The blue circle shows how the student is progressing on each learning concept.
For more information regarding these standards, please visit https://dpi.nc.gov/media/4007/open

Math Learning Concepts Tested	Progress on Learning Concepts
Operations and Algebraic Thinking Students can: • Multiply and divide using models and equations • Understand the difference between how many more and how many times more	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Read, write, and break apart multi-digit numbers (up to 100,000)	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Solve multi-digit addition and subtraction problems (up to 100,000)	Approaching — Satisfactory
Numbers and Operations in Base Ten Students can: • Use >, <, and = symbols when comparing multi-digit numbers (up to 100,000)	Approaching — Satisfactory
Geometry, Measurement and Data Students can: • Classify lines and angles • Work with area and perimeter, including word problems	Approaching — Satisfactory

Interim Reporting Feedback

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 3

Student ID: 0123456789
Student Name: JANE DOE

Process Date:
School Name: East Elementary

Recently, your student took an NC Interim in reading. This report provides information on your student's progress in learning grade 4 reading. At this time, your student's progress is indicated as ranging from Approaching to Satisfactory. Your student's teacher will use this information to address learning needs for the remainder of the school year.

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Note: The blue circle shows how the student is progressing on each academic indicator.
For more information regarding these standards, please visit https://www.dpi.nc.gov/media/7228/open

Reading Learning Concepts Tested	Progress on Learning Concepts
Key Ideas and Evidence After reading a text, students can: • Cite several pieces of evidence to support conclusions • Determine the theme of two or more central ideas • Provide an objective summary • Analyze interactions (particular literary elements, individuals, events and ideas)	Approaching ● Satisfactory
Craft and Structure After reading a text, students can: • Explain how the form or structure of a text contributes to its meaning • Analyze the text's structure (how paragraphs/sections relate to each other, contribute to the whole text, and to the development of ideas) • Analyze how an author develops or contrasts the perspectives of different characters • Determine an author's point of view or purpose in a text	Approaching ● Satisfactory
Integration of Ideas and Analysis After reading a text, students can: • Evaluate whether the textual evidence is relevant (important) and sufficient (adequate)	Approaching ● Satisfactory
Vocabulary Acquisition and Use Students can: • Determine the meaning of grade-level words and phrases using context clues and word relationships • Explain the meaning of figurative language and nuances (subtle differences) in word meanings that are suitable for grade 7	Approaching ● Satisfactory

Test Specification Surveys for Mathematics Unified Interim System

- **Starting in 2022–23, NC will have a unified interim system**
  - All PSUs will be given the opportunity to provide feedback for grades 3–8 mathematics interims this fall
  - Each PSU should submit 1 survey response
- **Two questions will be asked for each standard:**
  - *How important is it for teachers to receive formative data on this standard?*
  - *During which quarter do you completely finish teaching this standard?*

Flexible Summative (Piloting 2022–23)

- **Flexible Summative Administration:**
  - Following EOG administration policies
  - In-person only
- **Data:**
  - Same scale as the EOG
  - Same reporting as the EOG-level
    - Classroom reporting and Individual Student Report
  - Used for accountability purposes
- **Administration Window:**
  - Last ten days

Q & A

Any questions?

IV-23: State Test Coordinators' Conference Audience Questions

Q&A Session for Innovative Assessment

Session number: 1615598890

Date: Monday, September 27, 2021

Starting time: 1:49 PM

Q: So the summative is still going to feel like our current EOG/EOC from a procedural point of view?

Q: Will all PSUs be using the Flexible Summative in 22-23 for grades 4, 5, 7, and 8 or only the districts that are piloting?

Q: Will we still get the all reports like the Class Item report once they're integrated?

Q: Will grades 4, 5, 7, and 8 interims be required for non-pilot schools next year?

Q: Has it been decided if remote administration will be available beyond the pilot or is that still undecided?

Q: Am I understanding the chart shared for 22-23 that NC Check Ins will NOT be available for Reading and Math for 4, 5, 7, and 8?

Q: IEP/504/EL accommodations - Will these be optional on the interims or will they be mandatory?

Q: How will the survey about math pacing be shared with districts/teachers?

Q: Would EOG's as we know it still be an option if we go statewide with the Unified Interims in the future?

Q: Within a PSU, who will receive and submit the survey? For example, will this go to TC's to share with leadership?

Q: If/When will the interims be required for all PSUs?

Q: Will the grade 3 reading interims be usable as assessments for students to demonstrate RtA reading proficiency?

Q: Can we get a copy of the survey questions again so that we can compile answers and/or identify the right person?

Q: Is it correct that NC check ins will NOT be available in 22-23 for grades 4, 5, 7, and 8 in Math and ELA?

Q: Is this survey for all school regardless if you are in the pilot or not?

Q: Is this grades 3-8 math only - for survey?

Q: What about sub-standards?

Q: Will interims be tied to accountability/school report cards? If so, how?

IV-24: AIM Conference Presentation (November 30, 2021)


AIM 2021
Accelerate • Invigorate • Motivate
#NCAIM2021
Nov. 29 - Dec. 1, 2021 • Raleigh Convention Center
North Carolina Department of
PUBLIC INSTRUCTION

Developing an Innovative Assessment

Tammy Howard, Ph.D.
Director, Accountability Services NCDPI

Kinge Mbella, Ph.D.
Lead Psychometrician NCDPI

Shannon Jordan
Section Chief, Testing Policy and Operations

North Carolina Department of PUBLIC INSTRUCTION

Design and Development

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Innovative Assessment

- In June 2019, the U.S. Department of Education (USED) granted an Innovative Assessment Demonstration Authority (IADA) to North Carolina
- North Carolina's IADA solution is the Personalized Assessment Tool (NCPAT), an assessment system comprised of three interims that lead to a staged adaptive test at the end of the school year

Innovative Assessment

- The USED requires an annual report of progress in the design, development and implementation of the IADA
- Likewise, North Carolina General Assembly(NCGA) Session Law 2019-212, Part II, Section 2(b) requires the North Carolina Department of Public Instruction to submit a report by November 15 each year of the pilot
  - USED report attached to the NCGA report

North Carolina Department of PUBLIC INSTRUCTION

IADA Design

- Three interims (similar to NC Check-Ins)
  - Available for classroom use throughout the school year
  - Provide formative feedback data for instructional uses
- End of year flex summative: multistaged fixed adaptive
  - Flex summative forms will use information from NC Interims to improve measurement precision for all students across the different achievement levels
- All designed and administered online

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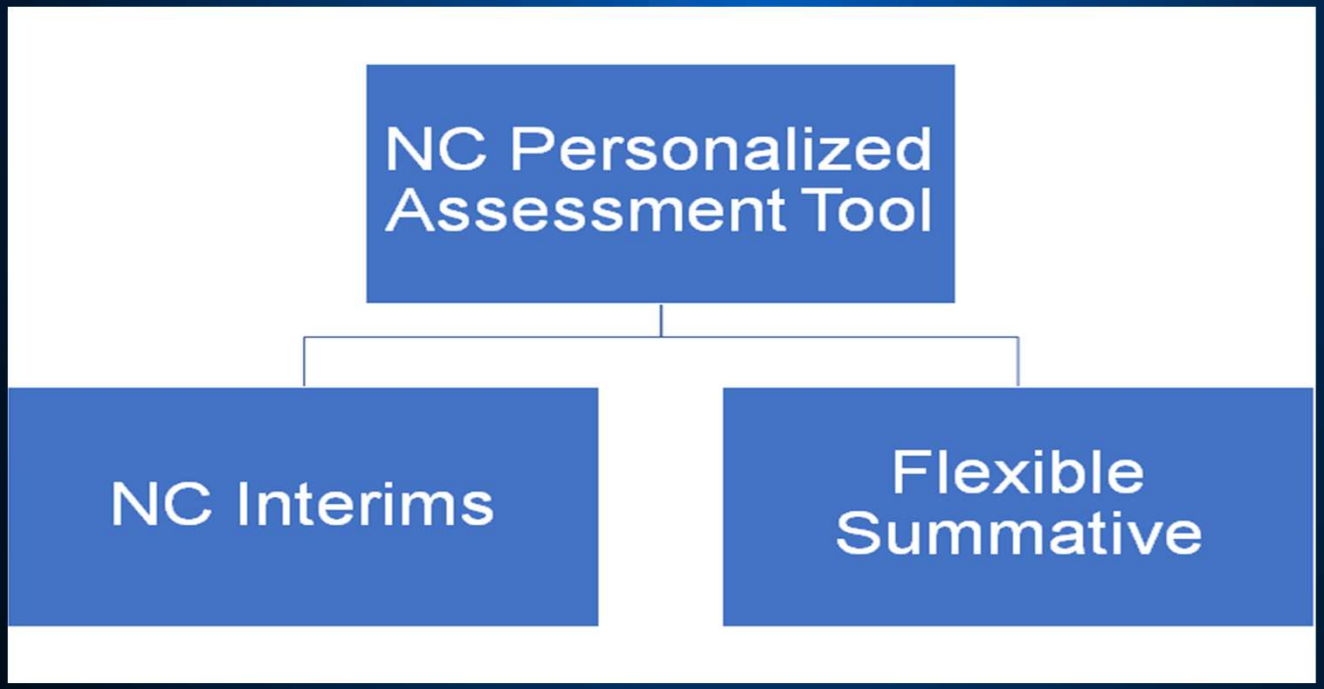
North Carolina Personalized Assessment Tool (NCPAT)



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NCPAT Timeline

Grade Level	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
3					Statewide*
4		Delayed	Pilot	Pilot	Statewide*
5				Pilot	Statewide*
6					Statewide*
7		Delayed	Pilot	Pilot	Statewide*
8				Pilot	Statewide*

The 2020–21 pilot administrations for grade 4 mathematics and grade 7 reading were delayed due to no statewide assessments in the 2019–20 school year. The necessary items to build the 2019–20 pilot assessments would have been embedded in the spring 2020 tests.

*Outcomes of study will affirm feasibility of statewide implementation in 2023–24.

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Participation Volunteers

- Initial application to USED had two districts and one charter school (fall 2019)
- In the 2020–21 school year, there were 180 schools, 14 districts and 8 charter schools
- Currently, there are 59 schools, ten districts and 6 charter schools
  - Also Cherokee Central School

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Stakeholder Input

- Critical to this process
  - Webinars for volunteers and others
  - Testing and Growth Advisory
  - CCB (input group of testing and accountability leaders)
  - Exceptional Children's Council (shared draft Individual Student Reports)
  - AND YOU!

So, What Do You Think?

https://bit.ly/3oMWCK6

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NC Interims

- What is needed for this to support instruction?
- How can the interims be positioned as a classroom resource, not another testing event?
- What data from the interims is needed to support public school units?
- How do we approach data on an assessment with a formative purpose and a classroom focus?

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 4 Math | NC Interim 1

North Carolina Department of PUBLIC INSTRUCTION

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Process Date:
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North Carolina Department of PUBLIC INSTRUCTION

North Carolina Department of PUBLIC INSTRUCTION

North Carolina Individual Student Report 2021-22

Grade 7 Reading | NC Interim 1

Student ID: 0123456789
Student Name: JANE DOE

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North Carolina Department of PUBLIC INSTRUCTION

Individual Student Reports (ISRs)

- Is the needed information provided to parents in an understandable way?
- How could the ISRs be more accessible to parents?
- In your experience, what other information do parents find useful?

North Carolina Department of PUBLIC INSTRUCTION

NC Interims Mathematics

- Is there consistency in how the mathematics standards are taught across districts?
- For some public school units, there may be content standards that have not been taught on an interim.
  - What are your thoughts and how would this affect the use of the data?

Possible Name Changes

- Should we keep the name NC Interims or change to….?
- Should we change the name of the end-of-grade (EOG) or end-of-course (EOC) tests?

North Carolina Department of PUBLIC INSTRUCTION

Accommodated Forms

- With an online design and administration, how do we ensure all students have access?
  - A very small number of students may not be able to access the NC Interims online
  - What are some options and how would this function in a classroom?
    - Mark in Book
    - Read Aloud
    - Manipulatives

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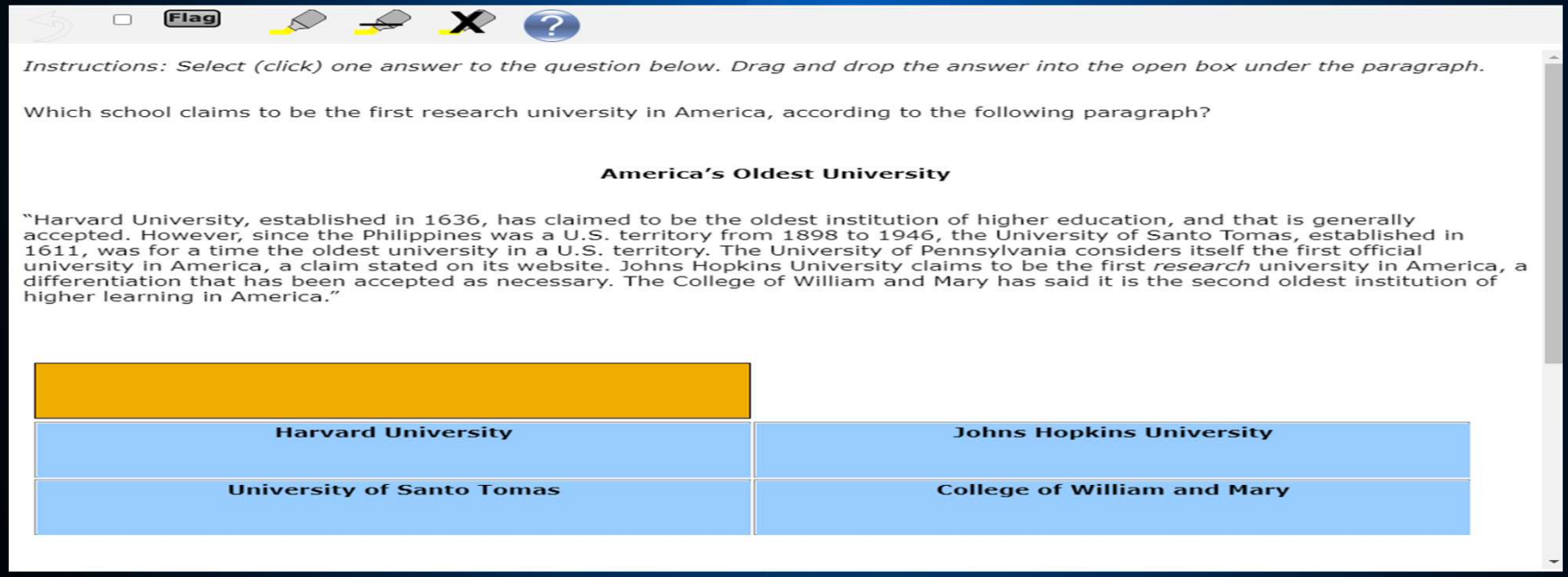
Drag and Drop



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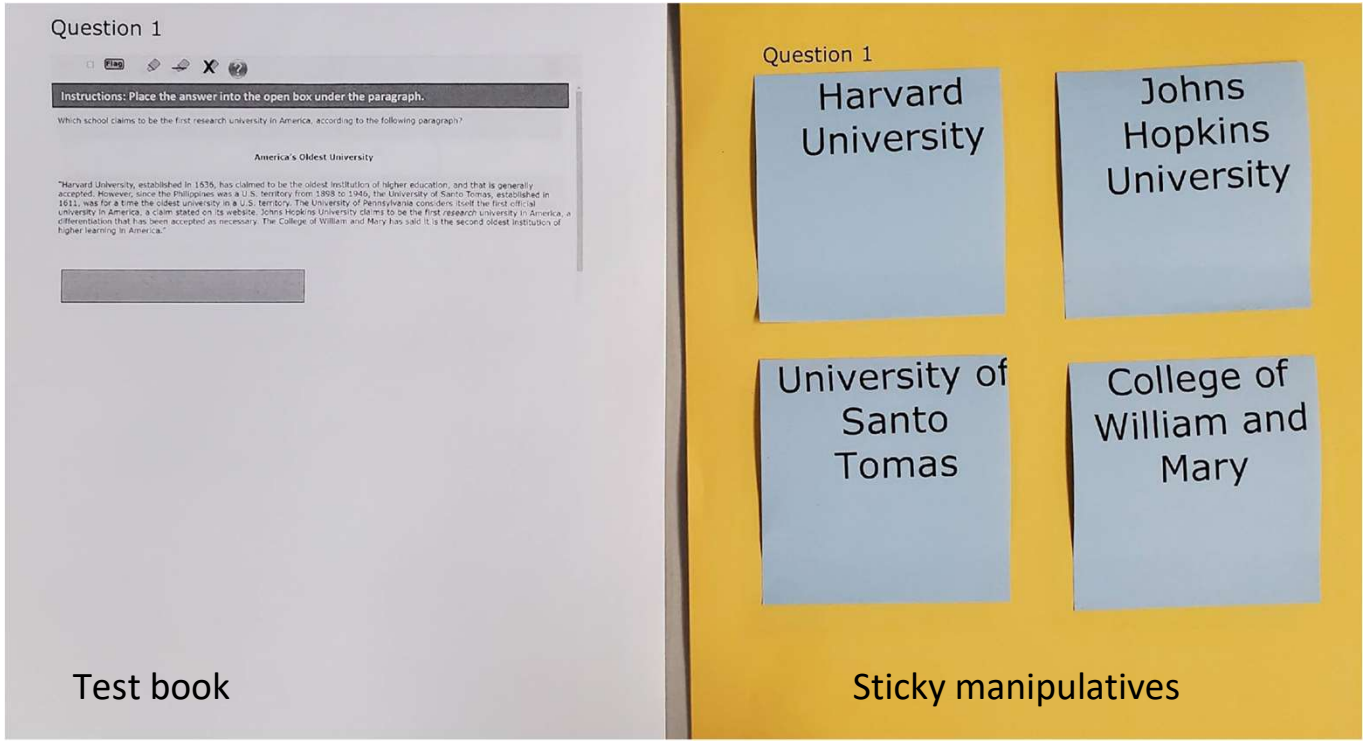
Manipulatives



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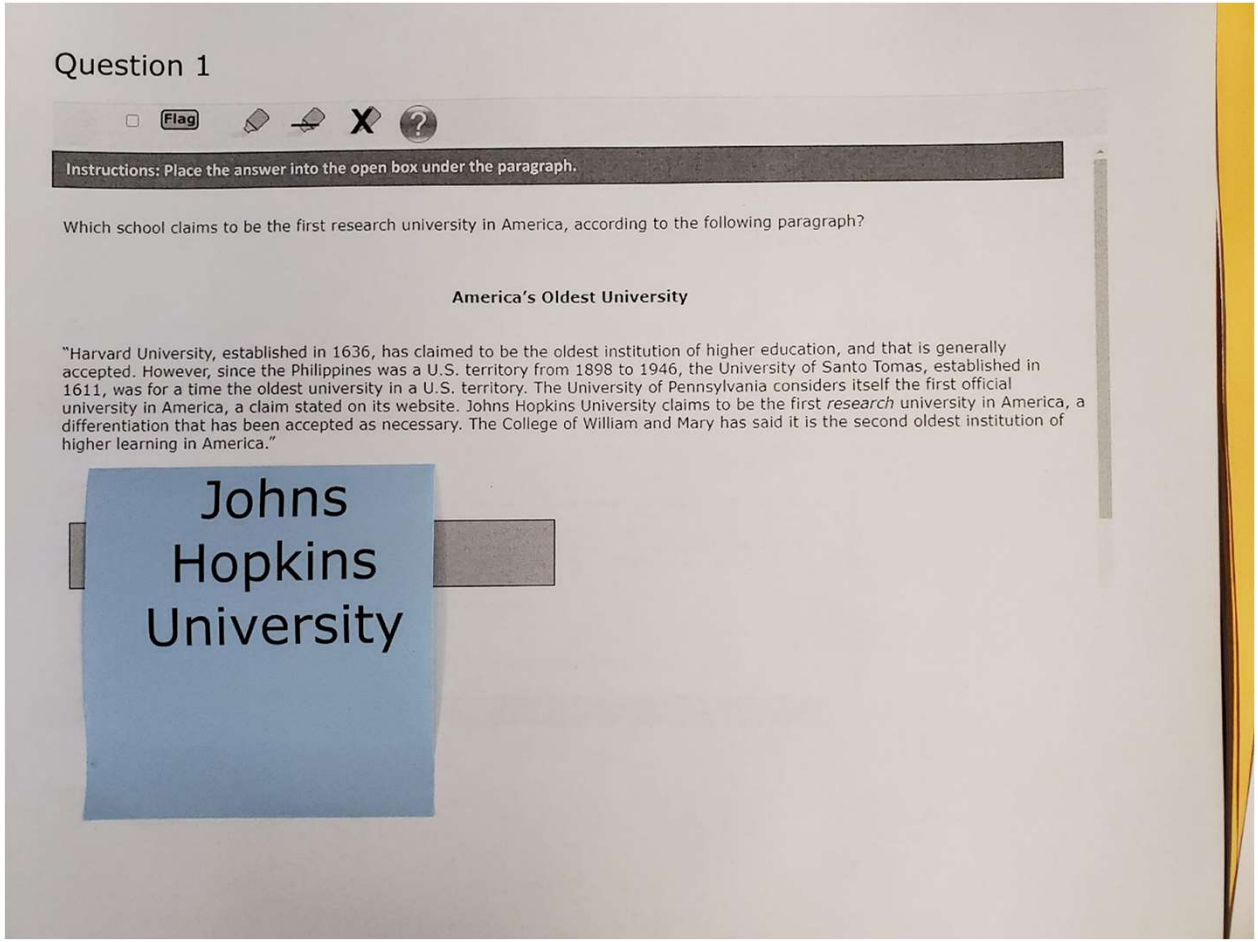
Answered



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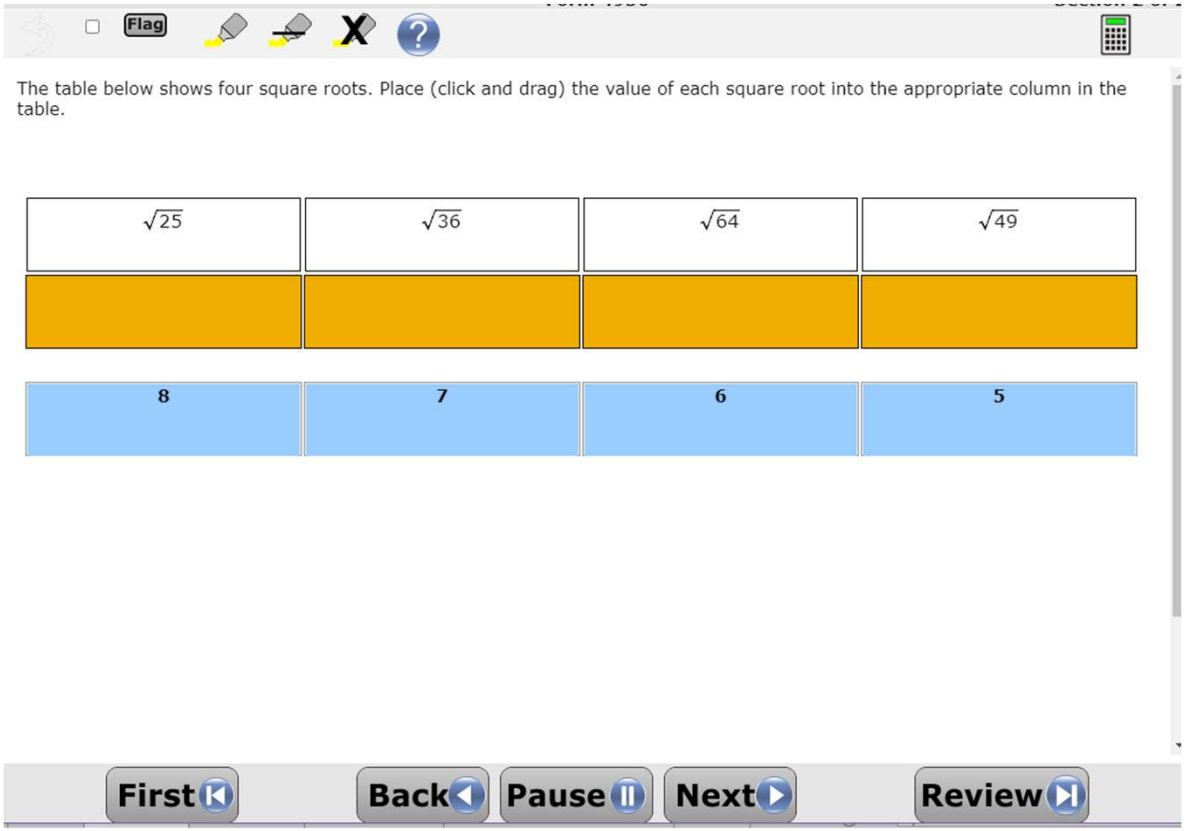
Drag and Drop



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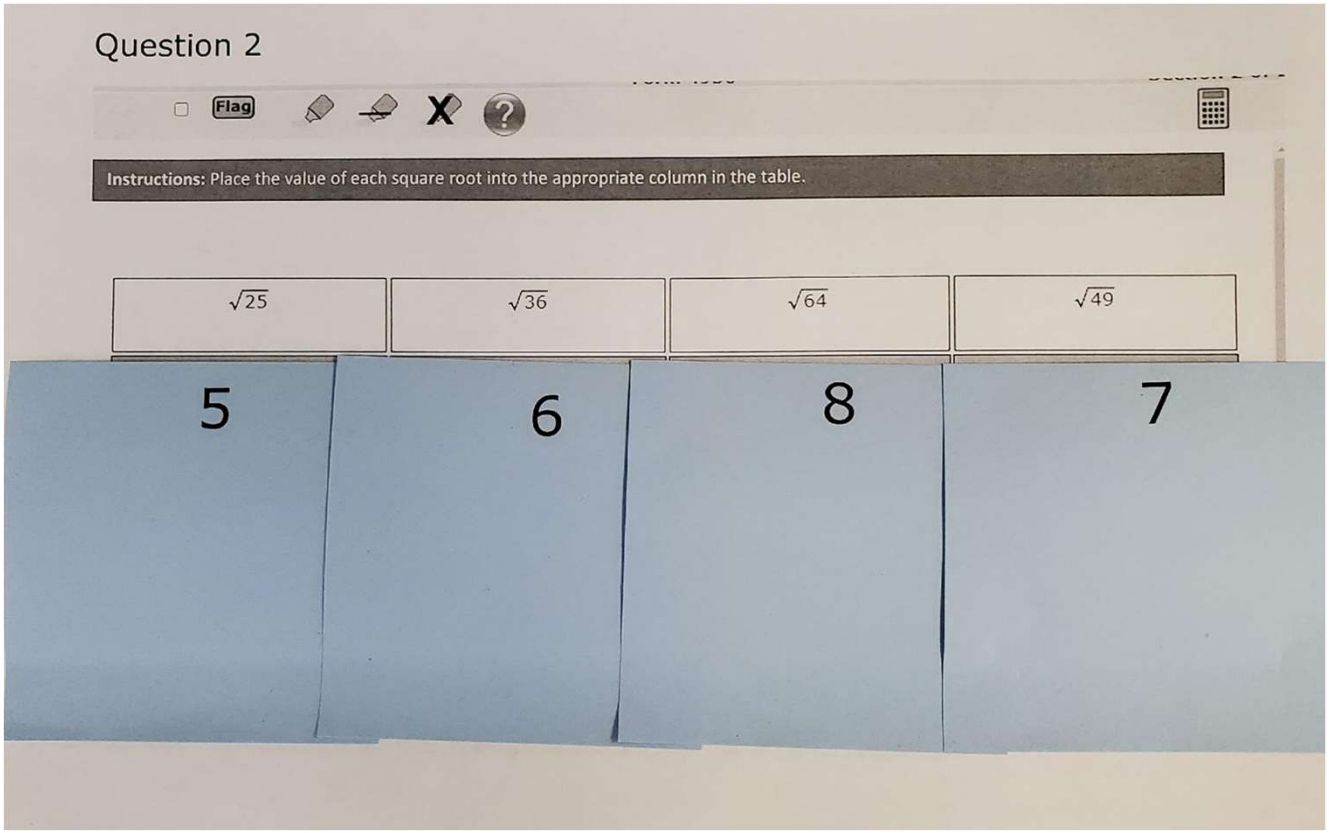
Drag and Drop Paper



North Carolina Department of PUBLIC INSTRUCTION

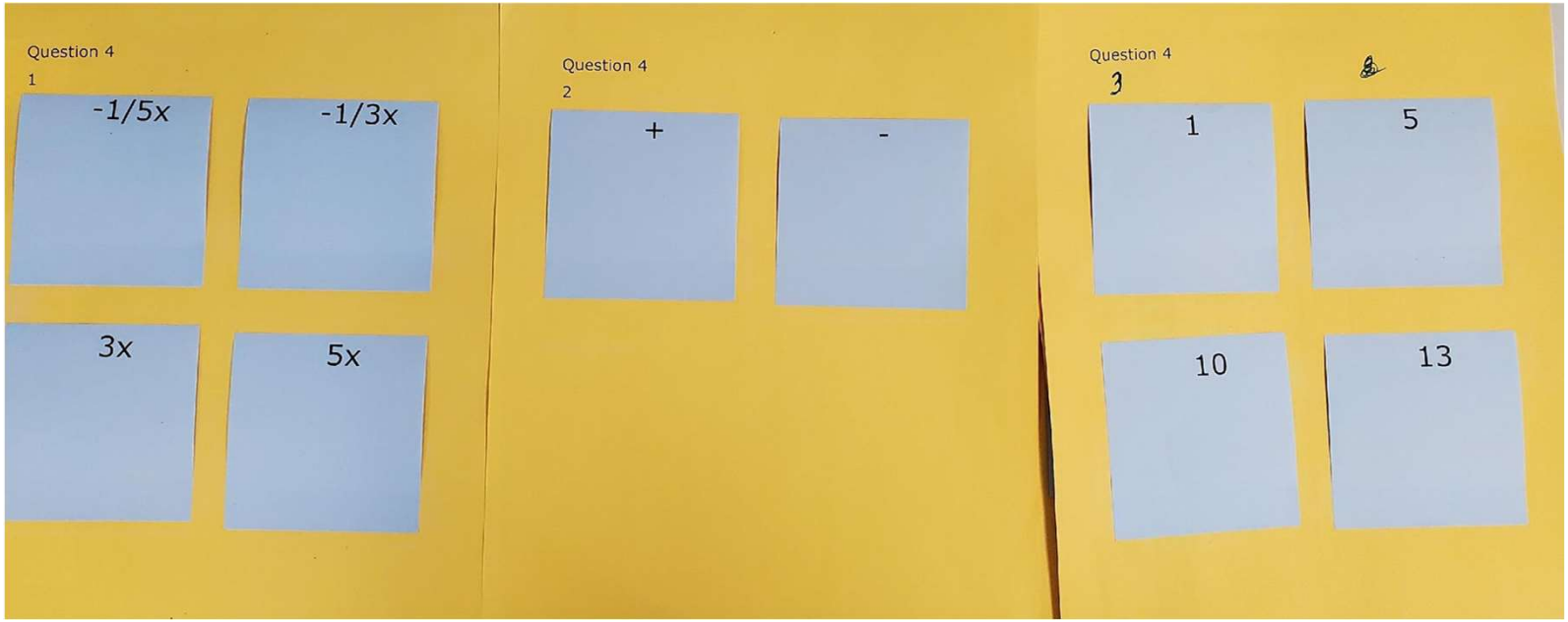
Target Drop

Place (click and drag) one option from each of the lists below into its corresponding box to create an equation of the line that passes through the point $(1, -10)$ and is perpendicular to $y = -\frac{1}{3}x + 5$.

First Back Pause Next Review

North Carolina Department of PUBLIC INSTRUCTION

Target Drop on Paper



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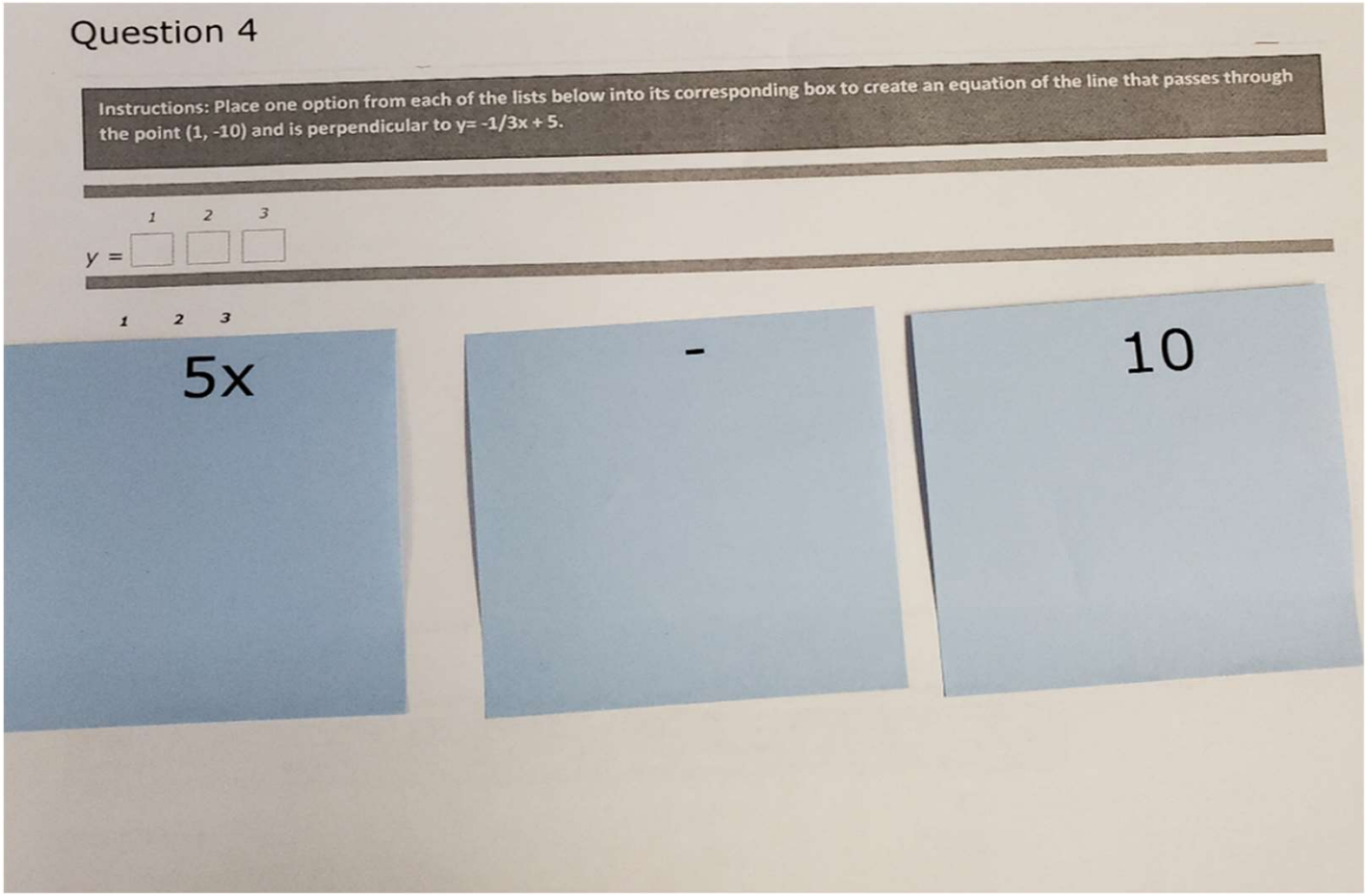
Targeted Drop on Paper



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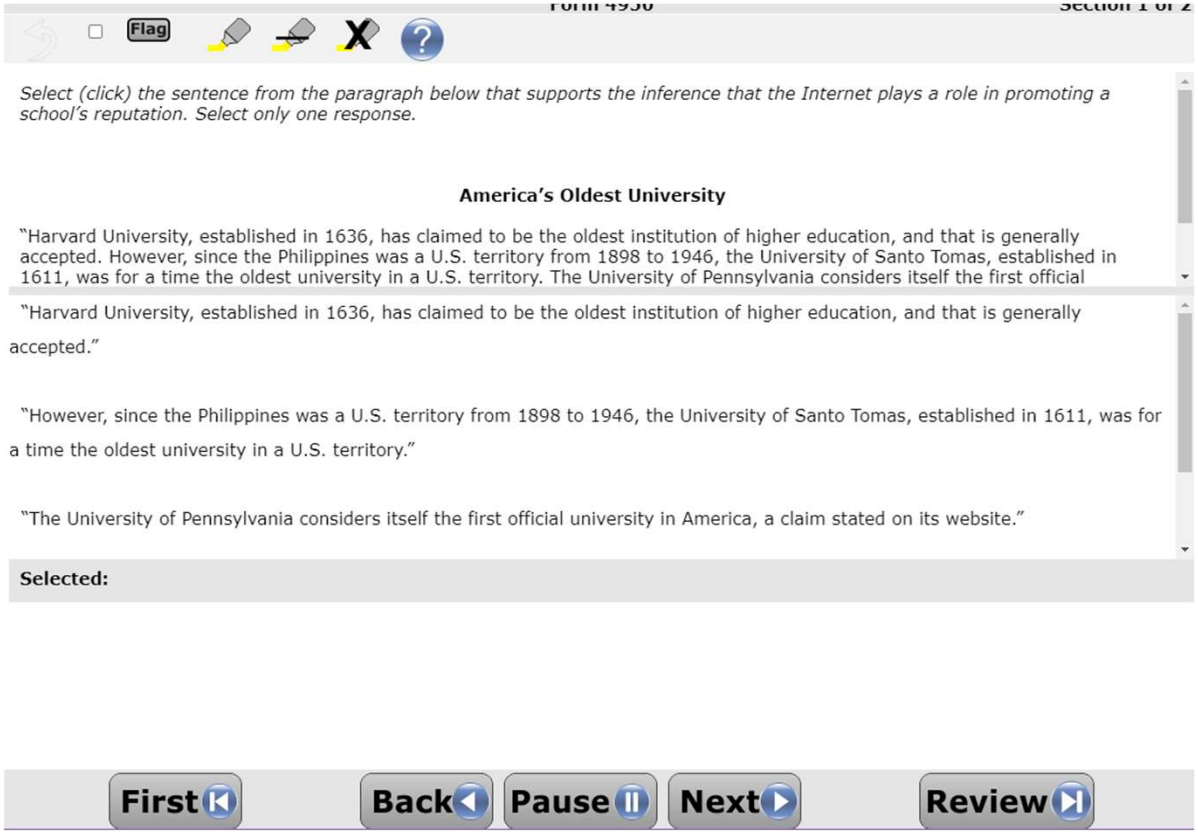
Text Selection



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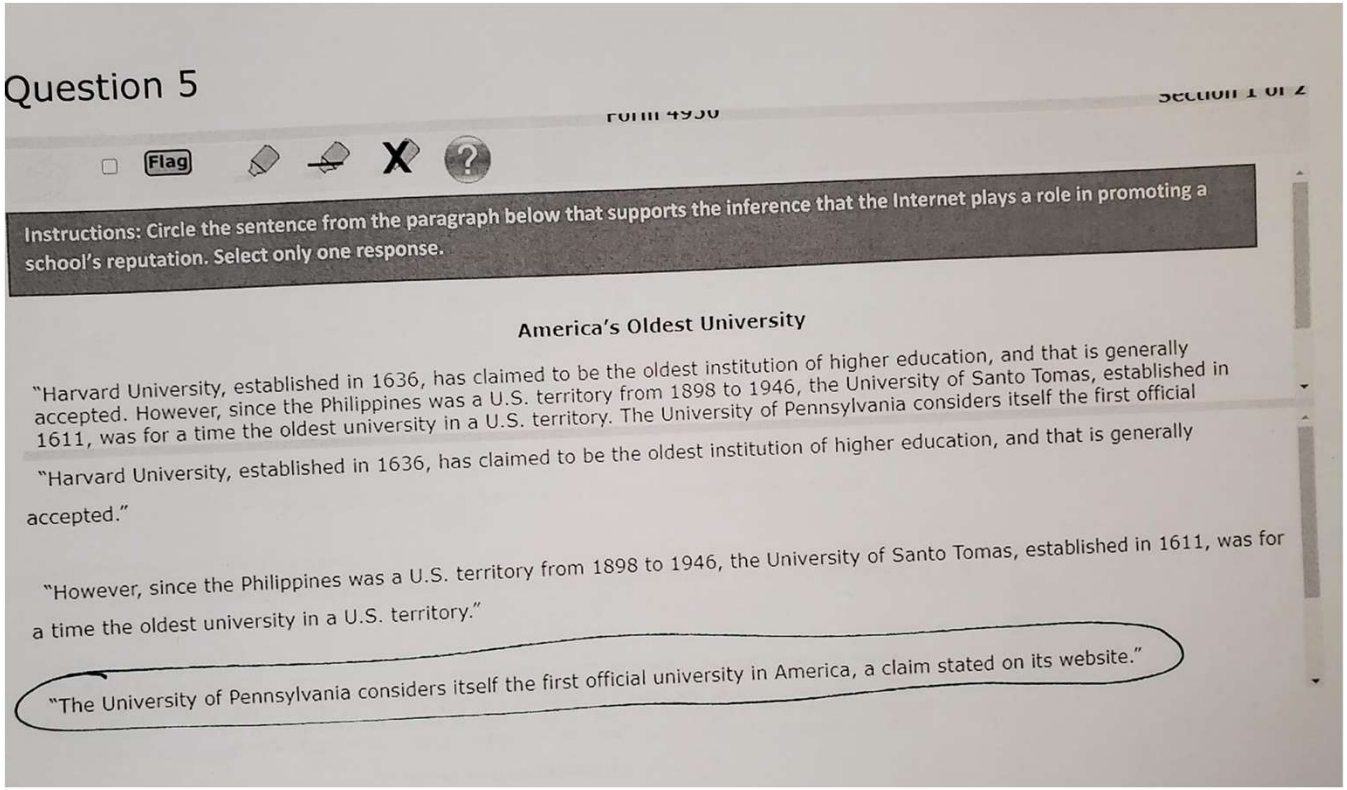
Text Selection on Paper



Question 5

Flag

Instructions: Circle the sentence from the paragraph below that supports the inference that the Internet plays a role in promoting a school's reputation. Select only one response.

America's Oldest University

"Harvard University, established in 1636, has claimed to be the oldest institution of higher education, and that is generally accepted. However, since the Philippines was a U.S. territory from 1898 to 1946, the University of Santo Tomas, established in 1611, was for a time the oldest university in a U.S. territory. The University of Pennsylvania considers itself the first official

"Harvard University, established in 1636, has claimed to be the oldest institution of higher education, and that is generally accepted."

"However, since the Philippines was a U.S. territory from 1898 to 1946, the University of Santo Tomas, established in 1611, was for a time the oldest university in a U.S. territory."

"The University of Pennsylvania considers itself the first official university in America, a claim stated on its website."

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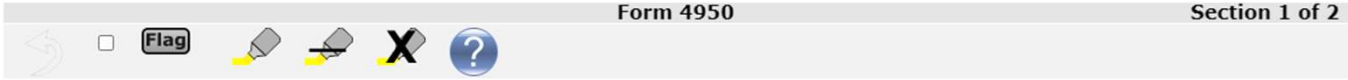
Text Replace



Select (click) the word that means *diverse* in the paragraph below.

America's Oldest University

"A college tends to be a smaller institution and only offers undergraduate degrees. A university is much larger, and offers graduate level degrees as well. A university also tends to have more **diverse** educational opportunities, given its higher population."

- similar
- parallel
- fixed
- varied

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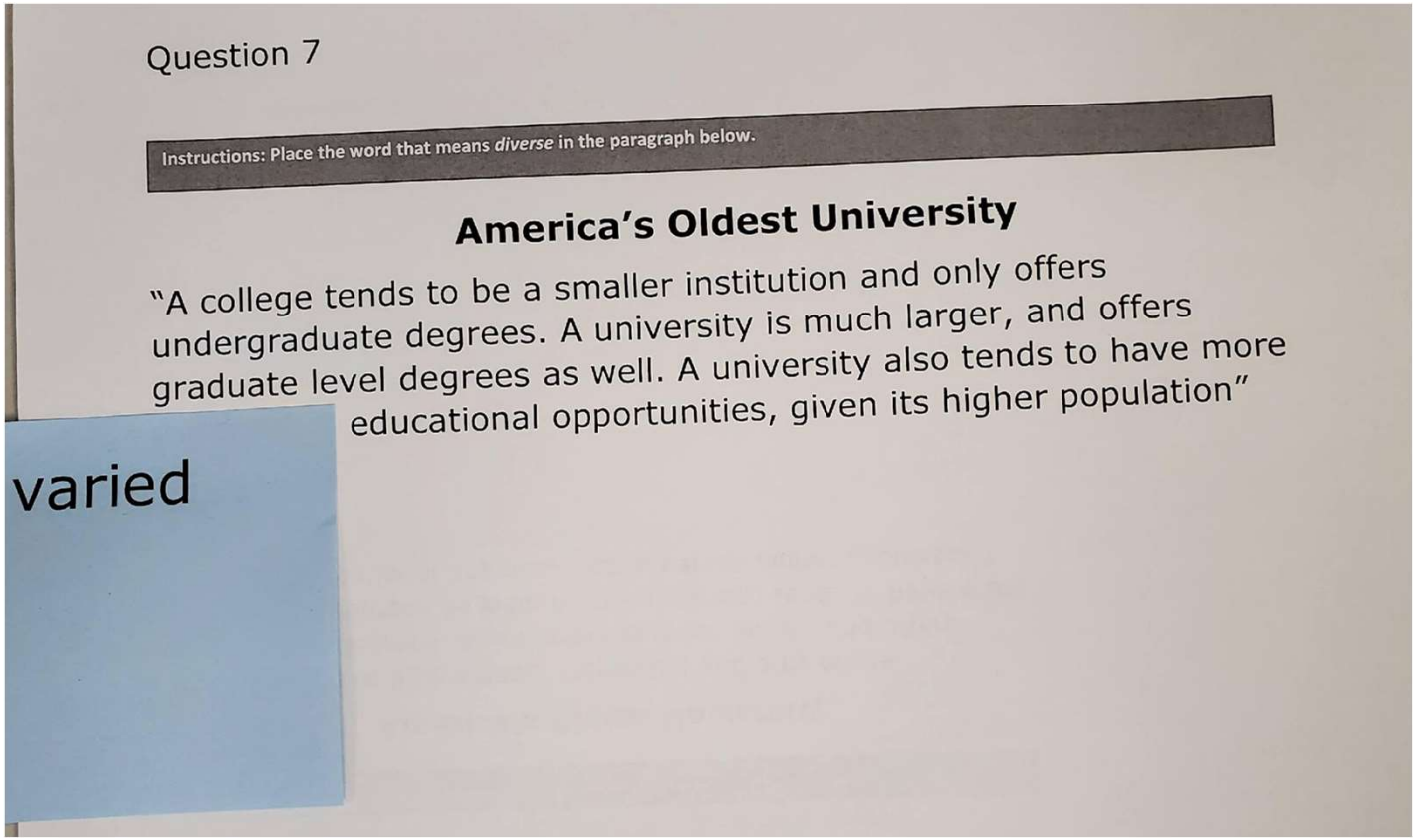
Text Replace on Paper



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Professional Development

- **Online Professional Development**
  - Audience: Teachers, Coaches, Principals and Directors
  - Format: self-paced, pre-recorded workshops on analyzing and applying formative classroom data collected from NC Interims administrations
  - Availability: 2021–22 school year (pilot schools)
- Communication updates in regional meetings

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Professional Development

- Currently the professional development focuses on data interpretation.
- What else do we need to include in the professional development?

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Questions

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