IADA Annual Performance Report: North Carolina 2019–20

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INSTRUCTIONS

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

(i) An update on implementation of the innovative assessment demonstration authority, including--
(A) The SEA's progress against its timeline under 34 CFR 200.106(c) and any outcomes or results from its evaluation and continuous improvement process under 34 CFR 200.106(e); and
(B) If the innovative assessment system is not yet implemented statewide consistent with 34 CFR 200.104(a)(2), a description of the SEA's progress in scaling up the system to additional LEAs or schools consistent with its strategies under 34 CFR 200.106(a)(3)(i), including updated assurances from participating LEAs consistent with paragraph (e)(2) of this section.
(ii) The performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information.
(iii) If the innovative assessment system is not yet implemented statewide, school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs and for any schools or LEAs that will participate for the first time in the following year, and a description of how the participation of any additional schools or LEAs in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).
(iv) Feedback from teachers, principals and other school leaders, and other stakeholders consulted under paragraph (a)(2) of this section, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system;

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

(A) with respect to each innovate assessment system—

(i) the State educational agency has solicited feedback from teachers, principals, other school leaders, and parents about their satisfaction with the innovative assessment system;

(ii) teachers, principals, and other school leaders have demonstrated a commitment and capacity to implement or continue to implement the innovative assessment system; and

(iii) substantial evidence exists demonstrating that the innovate assessment system has been developed in accordance with the requirements of subsection (e)

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

(i) the same innovative assessment system was used to measure the achievement of all students that participated in the innovative assessment system; and

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

To meet the requirements for this annual performance report, please provide the requested information in each of the sections that follow. The U.S. Department of Education understand that coronavirus may have affected the development and implementation of innovative assessment systems during the reporting year (2019-20). To the extent your SEA would like to provide more context or details related to these impacts, please incorporate them into your responses where relevant.

I: Progress toward Plan and Timeline

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

Upon approval of the State's Innovative Assessment Demonstration Authority application in June 2019, the North Carolina Department of Public Instruction (NCDPI) shared its innovative assessment plan with stakeholders throughout the fall of 2019 (including the statewide Test Coordinator's Meeting, North Carolina Technical Advisors Meeting, and the NCDPI Testing and Growth Advisory) to garner interest, encourage participation, and solicit feedback on the proposed design before hosting the test specification panels in early winter 2020. As detailed in the initial application and the addendum, the NCDPI is developing the North Carolina Personalized Assessment Tool (NCPAT) to provide an assessment system consisting of through-grade interims and a staged adaptive end-of-year assessment. The emergence of COVID-19 as a national health emergency resulted in the closure of the State's schools and hindered many spring face-to-face pilot development activities, including various meetings and opportunities for stakeholder input, and the spring 2020 summative test administrations. With the spring tests waived, the NCDPI was unable to field test embedded NCPAT items in the grade 4 mathematics end-of-grade tests and the grade 7 end-of-grade reading test as planned. Thus, the grade-level pilot implementation timeline has been modified as follows for

- the 2021–22 school year: Grades 4 and 7 Reading and Mathematics;
- the 2022–23 school year: Grades 4, 5, 6, and 7 Reading and Mathematics; and
- the 2023–24 school year: All grades 3-8 Reading and Mathematics

This timeline will support statewide implementation in the 2023–24 school year as scheduled.

Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
1	2019–20	Develop Communication Plan • IADA Communications Team holds biweekly meetings (beginning September 2019) to discuss and formalize communications to the field. The initially proposed Communication Plan is currently being updated as the NCDPI adjusts the development timeline due to COVID-19	In Progress (COVID-19 Impact)	North Carolina Department of Public Instruction (NCDPI)

Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
		to include a focus on cognitive labs for 2020–21 and expand the Assessment Literacy online course to provide foundational knowledge of the innovative pilot to participants. • The NCDPI's IADA Communication Plan includes stakeholder engagement meetings; more information is included in Section IV: Consultation and Feedback.		
2	2019–20	Develop Professional Development Materials and Conduct Training • For professional development, the NCDPI has a Foundation for Assessment Literacy online course available to educators. In September 2019, the NCDPI Test Development Team provided an overview in a professional development session for statewide test coordinators, outlining the current Foundations of Assessment Literacy course's purposes, uses, and materials. As the NCPAT is developed and implemented, the modules will be updated to include NCPAT data reports. • The NCDPI Accountability Services consulted its steering committee, the Testing and Growth Advisory, in October 2019 to consider reporting revisions to better meet the needs of teachers and local districts. • The NCDPI Accountability Services shared proposed NCPAT reporting with the Control Configuration Board (CCB), a group of districts and charter school testing and	In Progress	NCDPI

Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
		accountability directors that meets monthly, in November 2019 for their feedback and recommendations.		
3	2019–20	NCPAT Item Development and Review • Item development for statewide summative assessments in North Carolina is on-going. The NCDPI, in partnership with North Carolina State University/Technical Outreach for Public Schools (NCSU-TOPS), has a well-established professional development system to recruit and train qualified teachers from across the state to serve as item writers and reviewers. NCSU-TOPS contracted with teachers to write and review new items for Grade 4 Reading and Grade 7 Mathematics that are aligned to the NCPAT content blueprint and item specifications • In 2019–20 NCDPI approved 384 Grade 4 Mathematics items and 450 Grade 7 Reading items to be field tested for the NCPAT. • The online tutorial for Grade 4 Mathematics was updated in March 2020 to include new technology-enhanced item types to support the embedded items within the end-of-grade test developed for the NCPAT pool. These items were not administered, owing to the COVID-19 testing waiver. The NCDPI will expand the online tutorials in 2020–21 to include additional technology-enhanced items that are being	In Progress (COVID-19 Impact)	NCDPI/NCSU-TOPS

Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
		developed and will be included in embedded field test slots in the spring 2021 operational tests. • Item development contracts will continue in 2020–21 to expand item pools for all grade levels/content areas and to expand technology enhanced item types.		
4	January 27th and 29th, 2020	Teacher panels convene for test specifications meetings for Grade 4 Mathematics and Grade 7 Reading. • All volunteer districts and charter schools were invited to attend; a sampling of nonparticipating districts from around the state was also included to ensure the input was reflective of the state at-large and not limited to the volunteers, resulting in a total of 31 attendees for the mathematics meeting and 13 attendees for the reading meeting. • The proposed NCPAT design was shared with panelists. • Panelists discussed and gave their input on the proposed NCPAT assessment design, which included the plan to introduce technology-enhanced performance tasks for the interims that will provide teachers and students detailed formative feedback on student learning. • Panelists worked in smaller groups to recommend and prioritize subset of standards for all three NCPAT interim assessments for each grade/content and guided report design	Completed	NCDPI/NCSU-TOPS

Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
		for the NCPAT interims to reduce redundancy and better meet instructional needs.		
5	February 2020 and April 2020	Review Online Delivery System for Innovative Assessment • February 2020: NCDPI Accountability Services Leadership reviewed online technology-enhancement list with NCSU-TOPS, including exportable data reports that are printable/viewable by individual students, review forms limited to pilot schools and testing windows, and online teacher reports limited to students they teach. • April 2020: NCSU-TOPS shared its progress and enhancement schedule for 2020–21.	In Progress	NCDPI/NCSU-TOPS
6	March 2020	NCPAT Analyses Plan Discussion with North Carolina Technical Advisors • The NCDPI, as ordered by the governor, closed its office space in mid-March 2020. All face-to-face meetings, including the scheduled technical advisors meeting for late March 2020, were canceled. With the waiving of statewide assessments for spring 2020, the preference was to defer the meeting to fall 2020 when it was anticipated a face-to-face meeting would be possible. A virtual technical advisors meeting was scheduled for September 17–18, 2020. At that meeting, the NCDPI continued its discussion of the NCPAT	Deferred to September 2020 (COVID-19 Impact)	NCDPI with North Carolina Technical Advisors

Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
		analyses plan with the technical advisors for their expert guidance.		
7	March–April 2020	Administer survey to teachers, administrators, district/charter school staff (on-going) • The NCDPI consulted volunteer district and charter leaders, teachers, and administrators with two surveys: 1) proposed test-window feedback (result was flexible administration windows with NCDPI-recommended test dates) and 2) a test specification confirmation survey for the Grade 4 Mathematics NCPAT interims. The Grade 7 Reading content standards are spiraled throughout the year and do not require sequencing of content standards throughout the school year and did not require a follow-up survey.	Completed	NCDPI
8	April 2020	Finalize NCPAT Interims Content Blueprints • Proposed NCPAT interim assessment content blueprints from the test specification meetings (January 27 and 29) were shared with volunteer districts and charter schools in March 2020 for their feedback via a survey. The finalized content blueprints for Grade 4 Mathematics and Grade 7 Reading were shared with all volunteers and posted to the NCDPI website.	Completed	NCDPI

Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
9	April 2020	Disseminate parent communication about innovative pilot (on-going) An overview of the NCPAT pilot was added to the NCDPI website.	In Progress	NCDPI
10	May–June 2020	Field test NCPAT items and assess 95% or more of all students in NC on the End-of-Grade or NCEXTEND1 summative assessments and include these results in the state accountability model. The NCDPI has an embedded field-test design to tryout and evaluate all potential operational items. In the 2019–20 school year, the recently approved pool of NCPAT items was embedded to be field tested in the operational end-of-grade spring 2020 test forms. Because of COVID-19, NCDPI applied for and was granted a waiver from administering state summative assessments in spring 2020, which prevented the administration of the embedded field test items. The test forms with the embedded field test items will be administered in spring 2021, providing items to begin the pilot of the NCPAT in the 2021–22 school year.	Deferred; (COVID-19 Impact)	NCDPI

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

July 2019–June 2020

Following the approval of North Carolina's Innovative Assessment Demonstration authority application in June 2020, the NCDPI Accountability Services division began discussions on how to expand interest among districts and charter schools statewide. To increase the number of volunteers, information on the NCPAT was shared with various stakeholder groups through a series of face-to-face presentations, webinars, and meetings as outlined in Section IV: Consultation and Feedback

Participation to date has been entirely voluntarily and has expanded from the initial application's two districts to now include 148 schools across 14 districts as well as 8 charter schools. Also participating is the Cherokee Central School (P.L. 100-297 Grant from the Bureau of Indian Affairs Department of Education). Cherokee Central School has used the North Carolina assessments since the 1990s, and it is anticipated as the NCPAT is implemented statewide, it will continue its use of the statewide assessments. Their participation in the pilot will provide useful feedback and input.

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

- *The list of LEAs that participated in the 2019–20 school year.*
- *For each participating LEA, the list of participating schools in 2019–20.*
- *For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2019–20.*
- *The list of LEAs that will participate in the 2020–21 school year.*
- *For each participating LEA, the list of participating schools in 2020–21.*
- *For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2020–21.*

The **2019–20 Stakeholder Participation by District and School** table provides an overview of districts and charter schools (listed by North Carolina State Board of Education region) that participated in any planning workshop or NCPAT communication; any workshop or communication participation at the pilot district level is included on rows without any school-level information. Additional lines are included as needed to identify any district's school-level participation. No NCPAT assessments were administered in 2019–20.

2019–20 IADA Stakeholder Participation by District and School						
SBE REGION	**LEA/CHARTER NAME**	**SCHOOL NAME**	**GRADE 4 MATHEMATICS VOLUNTEER 2019–20**	**GRADE 4 MATHEMATICS ADMINISTERED 2019–20**	**GRADE 7 READING VOLUNTEER 2019–20**	**GRADE 7 READING ADMINISTERED 2019–20**
Northwest	Caldwell County Schools		Yes	N/A	Yes	N/A
Northwest	Caldwell County Schools	Kings Creek Elementary	Yes	N/A	Yes	N/A
Southeast	Carteret County Schools *(former volunteer)*		No	N/A	Yes *(withdrew from pilot in May)*	N/A
Western	Cherokee Central Schools (Federal)		Yes	N/A	Yes	N/A
Sandhills	Cumberland County Schools		No	N/A	Yes	N/A
Sandhills	Innovative School District	Southside Ashpole	Yes	N/A	No	N/A
Southwest	Gaston County Schools		Yes	N/A	Yes	N/A
North Central	Granville County Schools		Yes	N/A	Yes	N/A
Southeast	Greene County Schools		Yes	N/A	Yes	N/A
North Central	Harnett County Schools		No	N/A	Yes	N/A
Southwest	Mooresville Graded School District		No	N/A	Yes	N/A
Southwest	Mooresville Graded School District	Mooresville Middle	No	N/A	Yes	N/A
North Central	Johnston County Schools		Yes	N/A	Yes	N/A
North Central	Johnston County Schools	West Smithfield Elementary	Yes	N/A	No	N/A
Sandhills	Montgomery County Schools		Yes	N/A	Yes	N/A
Sandhills	Montgomery County Schools	Green Ridge Elementary	Yes	N/A	No	N/A

SBE REGION	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATHEMATICS VOLUNTEER 2019–20	GRADE 4 MATHEMATICS ADMINISTERED 2019–20	GRADE 7 READING VOLUNTEER 2019–20	GRADE 7 READING ADMINISTERED 2019–20
Sandhills	Montgomery County Schools	East Middle School	No	N/A	Yes	N/A
Southeast	New Hanover Schools		Yes	N/A	Yes	N/A
Sandhills	Richmond County Schools		Yes	N/A	Yes	N/A
Southwest	Rowan-Salisbury Schools		Yes	N/A	Yes	N/A
Southwest	Rowan-Salisbury Schools	West Rowan Elementary	Yes	N/A	No	N/A
Sandhills	Scotland County Schools		Yes	N/A	Yes	N/A
Sandhills	Scotland County Schools	Wagram Elementary	Yes	N/A	No	N/A
Southwest	Stanly County Schools		Yes	N/A	Yes	N/A
Western	Swain County Schools		Yes	N/A	Yes	N/A
Northeast	Washington County Schools		Yes	N/A	Yes	N/A
Northeast	Washington County Schools	Creswell Elementary	Yes	N/A	No	N/A
Northeast	Washington County Schools	Pines Elementary	Yes	N/A	No	N/A
Northeast	Washington County Schools	Washington County Middle	No	N/A	Yes	N/A
Northwest	Watagua Schools		Yes	N/A	Yes	N/A
Northwest	Watagua Schools	Mabel Elementary	Yes	N/A	Yes	N/A
Northwest	Watagua Schools	Blowing Rock Elementary	Yes	N/A	Yes	N/A
Sandhills	Alpha Academy Charter	Alpha Academy Charter	Yes	N/A	Yes	N/A
Piedmont Triad	Bethany Community Charter	Bethany Community Charter	No	N/A	Yes	N/A
Northwest	Bridges Academy	Bridges Academy	Yes	N/A	Yes	N/A
Southwest	Cabarrus Charter Academy	Cabarrus Charter Academy	Yes	N/A	Yes	N/A

SBE REGION	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATHEMATICS VOLUNTEER 2019–20	GRADE 4 MATHEMATICS ADMINISTERED 2019–20	GRADE 7 READING VOLUNTEER 2019–20	GRADE 7 READING ADMINISTERED 2019–20
Southwest	Concord Lake STEAM Academy	Concord Lake STEAM Academy	Yes	N/A	Yes	N/A
Southeast	D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	Yes	N/A	Yes	N/A
North Central	Falls Lake Academy	Falls Lake Academy	Yes	N/A	Yes	N/A
Piedmont Triad	Forsyth Academy	Forsyth Academy	Yes	N/A	Yes	N/A
Southwest	Invest Collegiate	Invest Collegiate	Yes	N/A	Yes	N/A
Sandhills	The Academy of Moore County	The Academy of Moore County	Yes	N/A	No	N/A
Sandhills	Sugar Creek Charter School	Sugar Creek Charter School	No	N/A	Yes	N/A
Southwest	United Community School	United Community School	Yes	N/A	Yes	N/A
Southwest	Uproar Leadership Academy	Uproar Leadership Academy	No	N/A	Yes	N/A
Northeast	Winterville Charter Academy	Winterville Charter Academy	Yes	N/A	Yes	N/A

The **2020–21 Participating Districts and Schools** table provides the current list of schools (by district and including charter schools) that have volunteered for the Grade 4 Mathematics and Grade 7 Reading NCPAT pilot (anticipated administration in 2021–22); the NCDPI will select focus groups participants, cognitive lab sites, and reporting feedback participants from this list. No NCPAT assessments will be administered in 2020–21 due to the waiver of the spring 2020 tests and the inability to field test the innovative pilot items.

2021 IADA Participating Districts and Schools					
SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATH	GRADE 7 READING
Northwest	140	Caldwell County Schools	Baton Elementary	Yes	No

SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATH	GRADE 7 READING
Northwest	140	Caldwell County Schools	Collettsville School	Yes	Yes
Northwest	140	Caldwell County Schools	Davenport A+ School	Yes	No
Northwest	140	Caldwell County Schools	Dudley Shoals Elementary	Yes	No
Northwest	140	Caldwell County Schools	Gamewell Elementary	Yes	No
Northwest	140	Caldwell County Schools	Gamewell Middle	No	Yes
Northwest	140	Caldwell County Schools	Gateway School	No	Yes
Northwest	140	Caldwell County Schools	Granite Falls Elementary	Yes	No
Northwest	140	Caldwell County Schools	Granite Falls Middle	No	Yes
Northwest	140	Caldwell County Schools	Happy Valley Elementary	Yes	Yes
Northwest	140	Caldwell County Schools	Horizons Elementary	Yes	No
Northwest	140	Caldwell County Schools	Hudson Elementary	Yes	No
Northwest	140	Caldwell County Schools	Hudson Middle	No	Yes
Northwest	140	Caldwell County Schools	Kings Creek Elementary	Yes	Yes
Northwest	140	Caldwell County Schools	Lower Creek Elementary	Yes	No
Northwest	140	Caldwell County Schools	Oak Hill Elementary	Yes	Yes
Northwest	140	Caldwell County Schools	Sawmills Elementary	Yes	No
Northwest	140	Caldwell County Schools	West Lenoir Elementary	Yes	No
Northwest	140	Caldwell County Schools	Whitnel Elementary	Yes	No
Northwest	140	Caldwell County Schools	William Lenoir Middle	No	Yes
Western	209	Cherokee Central Schools (Federal)	Cherokee Elementary	Yes	No
Western	209	Cherokee Central Schools (Federal)	Cherokee Middle	No	Yes
Sandhills	295	Innovative School District	Southside Ashpole	Yes	No
Southwest	360	Gaston County Schools	Belmont Central Elementary	Yes	No
Southwest	360	Gaston County Schools	Belmont Middle	No	Yes
Southwest	360	Gaston County Schools	Bessemer City Central Elem	Yes	No

SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATH	GRADE 7 READING
Southwest	360	Gaston County Schools	Bessemer City Middle	No	Yes
Southwest	360	Gaston County Schools	Brookside Elementary	Yes	No
Southwest	360	Gaston County Schools	Carr Elementary	Yes	No
Southwest	360	Gaston County Schools	Catawba Heights Elementary	Yes	No
Southwest	360	Gaston County Schools	Chapel Grove Elementary	Yes	No
Southwest	360	Gaston County Schools	Cherryville Elementary	Yes	No
Southwest	360	Gaston County Schools	Costner Elementary	Yes	No
Southwest	360	Gaston County Schools	Cramerton Middle	No	Yes
Southwest	360	Gaston County Schools	Edward D Sadler Jr Elementary School	Yes	No
Southwest	360	Gaston County Schools	Gardner Park Elementary	Yes	No
Southwest	360	Gaston County Schools	Gaston Virtual Academy	Yes	Yes
Southwest	360	Gaston County Schools	H H Beam Elementary	Yes	No
Southwest	360	Gaston County Schools	Hawks Nest STEAM Academy	Yes	No
Southwest	360	Gaston County Schools	Holbrook Middle	No	Yes
Southwest	360	Gaston County Schools	Ida Rankin Elementary School	Yes	No
Southwest	360	Gaston County Schools	John Chavis Middle School	No	Yes
Southwest	360	Gaston County Schools	Kiser Elementary	Yes	No
Southwest	360	Gaston County Schools	Lingerfeldt Elementary	Yes	No
Southwest	360	Gaston County Schools	Lowell Elementary	Yes	No
Southwest	360	Gaston County Schools	McAdenville Elementary	Yes	No
Southwest	360	Gaston County Schools	Mount Holly Middle	No	Yes
Southwest	360	Gaston County Schools	New Hope Elementary	Yes	No
Southwest	360	Gaston County Schools	North Belmont Elementary	Yes	No
Southwest	360	Gaston County Schools	Pinewood Elementary	Yes	No

SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATH	GRADE 7 READING
Southwest	360	Gaston County Schools	Pleasant Ridge Elementary	Yes	No
Southwest	360	Gaston County Schools	Robinson Elementary	Yes	No
Southwest	360	Gaston County Schools	Sherwood Elementary	Yes	No
Southwest	360	Gaston County Schools	Southwest Middle	No	Yes
Southwest	360	Gaston County Schools	Stanley Middle	No	Yes
Southwest	360	Gaston County Schools	Tryon Elementary	Yes	No
Southwest	360	Gaston County Schools	W A Bess Elementary School	Yes	No
Southwest	360	Gaston County Schools	W B Beam Intermediate School	Yes	No
Southwest	360	Gaston County Schools	W C Friday Middle School	No	Yes
Southwest	360	Gaston County Schools	W P Grier Middle School	No	Yes
Southwest	360	Gaston County Schools	Warlick Academy	No	Yes
Southwest	360	Gaston County Schools	Woodhill Elementary	Yes	No
North Central	390	Granville County Schools	G. C. Hawley Middle	No	Yes
North Central	390	Granville County Schools	Tar River Elementary	Yes	No
Southeast	400	Greene County Schools	Greene County Intermediate	Yes	No
Southeast	400	Greene County Schools	Greene County Middle	No	Yes
Southwest	491	Mooresville Graded School District	Mooresville Middle	No	Yes
North Central	510	Johnston County Schools	Cleveland Elementary	Yes	No
North Central	510	Johnston County Schools	Cleveland Middle	No	Yes
North Central	510	Johnston County Schools	West Smithfield Elementary	Yes	No
North Central	510	Johnston County Schools	West View Elementary	Yes	No
Sandhills	620	Montgomery County Schools	Candor Elementary	Yes	No
Sandhills	620	Montgomery County Schools	East Middle	No	Yes
Sandhills	620	Montgomery County Schools	Green Ridge Elementary	Yes	No
Sandhills	620	Montgomery County Schools	Montgomery Learning Academy	No	Yes

SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATH	GRADE 7 READING
Sandhills	620	Montgomery County Schools	Mount Gilead Elementary	Yes	No
Sandhills	620	Montgomery County Schools	Page Street Elementary	Yes	No
Sandhills	620	Montgomery County Schools	Star Elementary	Yes	No
Sandhills	620	Montgomery County Schools	West Middle	No	Yes
Southeast	650	New Hanover Schools	Carolina Beach Elementary School	Yes	No
Southeast	650	New Hanover Schools	Emma Trask Middle School	No	Yes
Southeast	650	New Hanover Schools	Holly Tree Elementary School	Yes	No
Southeast	650	New Hanover Schools	Ogden Elementary School	Yes	No
Southeast	650	New Hanover Schools	Walter Parsley Elementary School	Yes	No
Sandhills	770	Richmond County Schools	Cordova Middle	No	Yes
Sandhills	770	Richmond County Schools	East Rockingham Elementary	Yes	No
Sandhills	770	Richmond County Schools	Ellerbe Middle	No	Yes
Sandhills	770	Richmond County Schools	Fairview Heights Elementary	Yes	No
Sandhills	770	Richmond County Schools	Hamlet Middle	No	Yes
Sandhills	770	Richmond County Schools	L J Bell Elementary	Yes	No
Sandhills	770	Richmond County Schools	Mineral Springs Elementary	Yes	No
Sandhills	770	Richmond County Schools	Monroe Avenue Elementary	Yes	No
Sandhills	770	Richmond County Schools	Rockingham Middle	No	Yes
Sandhills	770	Richmond County Schools	Washington Street Elementary	Yes	No
Sandhills	770	Richmond County Schools	West Rockingham Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Bostian Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	China Grove Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	China Grove Middle	No	Yes
Southwest	800	Rowan-Salisbury Schools	Corriher Lipe Middle	No	Yes
Southwest	800	Rowan-Salisbury Schools	Dole Elementary	Yes	No

SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATH	GRADE 7 READING
Southwest	800	Rowan-Salisbury Schools	Enochville Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Erwin Middle	No	Yes
Southwest	800	Rowan-Salisbury Schools	Faith Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Granite Quarry Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Hurley Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Isenberg Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Knollwood Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Knox Middle	No	Yes
Southwest	800	Rowan-Salisbury Schools	Koontz Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Landis Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Millbridge Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Morgan Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Mt Ulla Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	North Rowan Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	North Rowan Middle	No	Yes
Southwest	800	Rowan-Salisbury Schools	Overton Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Rockwell Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Shive Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	Southeast Middle	No	Yes
Southwest	800	Rowan-Salisbury Schools	West Rowan Elementary	Yes	No
Southwest	800	Rowan-Salisbury Schools	West Rowan Middle	No	Yes
Sandhills	830	Scotland County Schools	Carver Middle School	No	Yes
Sandhills	830	Scotland County Schools	I E Johnson Elementary	Yes	No
Sandhills	830	Scotland County Schools	Laurel Hill Elementary	Yes	No
Sandhills	830	Scotland County Schools	Shaw Academy	No	Yes

SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL NAME	GRADE 4 MATH	GRADE 7 READING
Sandhills	830	Scotland County Schools	South Scotland Elementary	Yes	No
Sandhills	830	Scotland County Schools	Spring Hill Middle	No	Yes
Sandhills	830	Scotland County Schools	Sycamore Lane Elementary	Yes	No
Sandhills	830	Scotland County Schools	Wagram Elementary	Yes	No
Northeast	940	Washington County Schools	Creswell Elementary	Yes	No
Northeast	940	Washington County Schools	Pines Elementary	Yes	No
Northeast	940	Washington County Schools	Washington County Middle	No	Yes
Northwest	950	Watagua Schools	Bethel Elementary	Yes	Yes
Northwest	950	Watagua Schools	Blowing Rock Elementary	Yes	Yes
Northwest	950	Watagua Schools	Cove Creek Elementary	Yes	Yes
Northwest	950	Watagua Schools	Green Valley Elementary	Yes	Yes
Northwest	950	Watagua Schools	Hardin Park Elementary	Yes	Yes
Northwest	950	Watagua Schools	Mabel Elementary	Yes	Yes
Northwest	950	Watagua Schools	Parkway Elementary	Yes	Yes
Northwest	950	Watagua Schools	Valle Crucis Elementary	Yes	Yes
Sandhills	26B	Alpha Academy Charter	Alpha Academy Charter	Yes	Yes
Southwest	13B	Cabarrus Charter Academy	Cabarrus Charter Academy	Yes	Yes
Southeast	65Z	D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	Yes	Yes
North Central	39A	Falls Lake Academy	Falls Lake Academy	Yes	Yes
Piedmont Triad	34F	Forsyth Academy	Forsyth Academy	Yes	Yes
Southwest	60Q	Invest Collegiate	Invest Collegiate	Yes	Yes
Sandhills	63A	The Academy of Moore County	The Academy of Moore County	Yes	No
Sandhills	26B	Sugar Creek Charter School	Sugar Creek Charter School	No	Yes

Provide any outcomes or results from its evaluation and continuous improvement process regarding the SEA's progress in scaling up the system.

In the 2019–20 school year, no statewide summative assessments were administered due to the transition to remote learning following the COVID-19 outbreak and the subsequent waiver of the administration of all statewide assessments. The unintended consequence was that there was no opportunity to collect required field test data to build the NCPAT pilot assessments for the 2020–21 school year. The NCDPI plans to administer the planned statewide summative assessments in Spring 2021. These assessments will have embedded field test items for grade 4 mathematics and reading and grade 7 mathematics and reading, supporting the first pilot NCPAT administrations in the 2021–22 school year.

The NCDPI is continuing recruitment and training efforts and is maintaining communication with volunteer participants. On June 18, 2020, the NCDPI held a webinar with the NCPAT volunteers to share an update on the development timeline, given the impact of COVID-19. Exhibit II-1 *IADA 2020–21 Update Webinar*.

II: Student Performance

Attach a report on the performance of students in participating schools at the State, LEA, and school level, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the innovative assessment, including academic achievement and participation data required to be reported consistent with section 1111(h) of the Act, except that such data may not reveal any personally identifiable information. Please be sure to include the subject area, the grade level(s), the number of students participating, the number of enrolled students, and % of students at each level of achievement for each school and LEA participating in the innovative assessment pilot.

N/A for 2019–20 and 2020–21

III: School Demographic Information

III.A.

If the innovative assessment system is not yet implemented statewide, attach school demographic information, including enrollment and student achievement information, for the subgroups of students described in section 1111(c)(2) of the Act, among participating schools and LEAs in the reporting year (2019-20).

For the 2019–20 school year, only demographic information is available as students did not take any state assessments. If statewide assessments had not been waived for the 2019–20 school year, all students would have participated in the current assessments. See Exhibit III.A-01 IADA Pilot Sample 2019–20 Demographic Information.

III.B.

For any schools or LEAs that will participate for the first time in the following year (2020–21), attach school demographic information, including enrollment information, for the subgroups of students described in section 1111(c)(2) of the Act, ***and describe how the participation of any additional schools or LEAs in that year contributed to progress*** *toward achieving high-quality and consistent implementation across demographically diverse LEAs in the State consistent with the SEA's benchmarks described in 34 CFR 200.106(a)(3)(iii).*

The NCDPI will administer NCPAT assessments in the 2021–22 school year. See Exhibit III.B-01 for data on the current 2020-21 volunteer pilot schools.

IV: Consultation and Feedback

Describe feedback obtained during the reporting year (2019–20) from teachers, principals and other school leaders, and other stakeholders consulted, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system. Include a description of the method used to solicit the feedback (e.g., through surveys, focus groups, meetings) and the extent to which the feedback was solicited from each participating school and LEA.

Requirement	**Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).**	**Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).**
<u>Consultation.</u> Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with-- (1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and	Eshibit IV-01 *NCDPI and NCSU-TOPS Planning Kickoff Meeting* (August 28, 2019) • Members of the NCDPI Accountability Services (Test Development, Testing Policy and Operations, and Regional Accountability Consultants) joined with the NCSU-TOPS Content and IT staff to provide an overview of the design and purpose of the NCPAT pilot and to identify development and communication priorities for the 2019–20 school year.	Throughout the session, participants identified risks, communication methods, and stakeholder engagement plans to guide development of the NCPAT pilot program; topics were included to seek greater stakeholder feedback (e.g., item types, providing general misconception guides or interim test items, how to pilot accommodations, and progressing towards incorporating results into the Parent Portal system over time).
	Exhibit IV-02 *North Carolina Technical Advisors Meeting* (September 18–19, 2019) • During the September meeting, department staff and North Carolina Technical Advisors members discussed and recommended updates to the design, measurement model, and communication plan for the proposed innovative assessment system.	See Exhibit IV-03 *NCTA Meeting September 2019 Notes* (PDF pp. 65–73) meeting summary attached for highlight of discussions.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	Exhibit IV-04 *Testing Growth Advisory* (October 24, 2019) • The Testing and Growth Advisory committee was established following the 2014 Summative Assessment Task Force and will serve as a steering committee for the NCPAT pilot. The advisory panel includes district superintendents, charter school leaders, testing coordinators, district chief academic officers, and teachers. The NCDPI Accountability Services convenes the advisory, at a minimum, biannually to review relevant developments and to solicit feedback and planning advice. • The Testing and Growth Advisory committee was introduced to the NCPAT pilot model design as proposed in the application addendum (two NCPAT interims and the third NCPAT as the adaptive summative assessment); discussions around the model included o the feasibility of measuring growth throughout the year, o the benefits and challenges of making every administration secure in nature and not releasing items to teachers and students for post-test discussion and review,	See Exhibit IV-05 *Testing Growth Advisory Summary* The Testing and Growth Advisory committee expressed concerns on shifting to two interims following the successful implementation of the NC Check-Ins which consisted of three interims, as well as the shift to a trimester model and its impact on local curriculum sequencing decisions. Another request from this meeting was to consider adding a progress indicator as an additional purpose and to transition our plan to allow for a cohort year-by-year model so that students exposed to the new NCPAT pilot system would continue in a similar testing experience over time. The committee also had concerns on the clarity of the NCPAT graphic; following the meeting, given this feedback and other similar feedback, the NCDPI opted to avoid using a graphic and instead will frame the NCPAT design proposal through conversation and consider partnering with the NCDPI-Communications Division for 2020–21 material to share on the website, with pilot schools, and parents. As recommended by the advisory committee, the NCDPI gathered additional feedback on incorporating an end-of-year “On track to be

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	○ how to structure test blueprints for math to maintain local control of curriculum sequencing, ○ exploration of additional item types, ○ reporting needs for the NCPAT pilot product, and ○ planning next steps (e.g., test specifications meetings, additional stakeholder engagement throughout Spring 2020).	proficient" indicator into the interim system at the November 12th IADA Pilot Introduction Meeting.
	Exhibit IV-06 *Evaluation of Routing Rules for NCPAT System* (February 24, 2020) • The University of North Carolina at Greensboro Office of Assessment, Evaluation, and Research Services (UNCG-OAERS) in collaboration with the NCDPI psychometric team conducted an evaluation study to investigate an optimal routing methodology based on interim results, for selecting an appropriate starting point for students on the adaptive fixed forms at the end of the year.	Exhibit IV-06 is a memo that summarizes the results of the study investigating the impact of different routing rules on student classifications. The proposed adaptive fixed forms at the end of the year are intended to be more targeted to maximize measurement precision. UNCG-OAERS adopted several routing rules and compared these rules with respect to their impact on student classifications.
	Friday Institute Meetings (March 9, 2020, and June 22, 2020)	The NCDPI has a task order with The Friday Institute for Educational Innovation to create and design professional development, conduct focus

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	• Planning meetings to discuss potential partnership and contractual work for the 2020–21 school year (cognitive labs, focus groups, and professional development needs)	groups, and conduct cognitive labs. The task order is effective October 1, 2020, through September 30, 2021.
	Exhibit IV-07 *NCDPI and NCSU-TOPS Technology Enhanced Item Development Meeting for Grade 7 Reading* and Exhibit IV-08 *NCDPI and NCSU-TOPS Technology Enhanced Item Development Meeting for Grade 4 Mathematics* (April 2, 2020) • In January, test specification panelists (teachers and district curriculum leaders from across the state) identified additional technology enhanced item types that align to content standards. Using the Test Specification meeting list, the NCDPI Test Development staff partnered with the NCSU-TOPS content teams and programming staff to review the content standards and identify and prioritize technology-enhanced item types for 2020–21 development.	While reviewing item types and content standards for appropriate content and cognitive alignment, the following technology-enhanced items were prioritized for 2020–21 development: 1. Create questions at these grade levels for existing item types: drag-and-drop, drop-down select 2. Design improvements to existing item types and conduct cognitive labs with students: multiple-select, text identify 3. Develop item types and conduct cognitive labs with students: text select, manipulate a number line or graph, multistep
(2) Affected stakeholders in the State, or in each State in the consortium, including-- (i) Those representing the interests of children with disabilities, English	NC State Board of Education (NCSBE) Monthly Meeting (August 7, 2019) • Tammy Howard, Director of Accountability Services, presented an Innovative Assessment Pilot Update to	Exhibit IV-09 *NCSBE Monthly Meeting Minutes: August 7, 2019* (PDF pp. 199–200)

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
learners, and other subgroups of students described in section 1111(c)(2) of the Act; (ii) Teachers, principals, and other school leaders; (iii) Local educational agencies (LEAs); (iv) Representatives of Indian tribes located in the State; (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and (vi) Civil rights organizations.	the NCSBE, reviewing federal requirements and the proposed pilot design as outlined in the Application Addendum and taking questions from board members on the assessment plan.	
	Exhibit IV-10: *Testing and Accountability Updates Webinar* (August 12, 2019) • The NCDPI Accountability Services provided an overview of its IADA Addendum proposal (PDF slides 226–236) to district and charter Accountability leaders and conveyed the important role of LEA feedback to guide the NCPAT development (including the Testing and Growth Advisory). This webinar served as an early communication to the field about volunteer considerations and served to gauge commitment interest beyond the three districts included in the NCDPI's initial application.	The NCDPI fielded questions on pilot commitment obligations, including questions on the demographic sample requirement. The NCDPI intends to recruit a broad volunteer base that will provide a representative sample of districts rather than require participation to meet sampling needs. If it is necessary to require participation, North Carolina state law allows that to occur, but voluntary participation is preferred.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	Exhibit IV-11 *2019 Test Coordinators Conference Presentation* (September 9–10, 2019) • The NCDPI Accountability Services provided an overview of its addendum IADA proposal to the state's district and charter school test coordinators, emphasizing the role of LEA participation and feedback to guide the NCPAT development (including the Testing and Growth Advisory). These conference sessions served as an open recruitment effort for volunteer interests and a means to gather early feedback on the proposed model.	Local test coordinators reviewed the initial plan and provided the following feedback (as outlined in Exhibit IV-12 *Test Coordinators Conference IADA Summary*): • request to consider allowing interim administration window flexibility so locals may implement the pilot and continue with existing local content standards' pacing requirements • suggestion to retain three interims (consistent with current NC Check-Ins for formative use) rather than only two proposed in the IADA proposal addendum • request that the NCDPI develop "Talking Points" explaining (1) the formative nature of the interims and (2) the design of the adaptive summative to be shared by local testing coordinators with principals and local academic leaders • consider staffing implications when incorporating locally scored constructed response item types for interims The volunteer sample grew significantly following this information session, the recruitment effort will include 33 districts and charter schools. Regional Accountability Coordinators (RACs) confirmed commitments with LEA and charter school volunteer districts during September 2019.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	Exhibit IV-13 *Sandhills Regional Education Service Alliance* (October 4, 2019) • District leaders from the Sandhills region; meetings are to share updates from the NCDPI and to gather input; at this meeting the NCPAT was discussed with an emphasis on the need for input from voluntary participants and non-participants	Provided feedback on NCPAT pilot-design graphic; stressed importance of not increasing testing time and of providing same level of reporting information as the NC Check-Ins.
	Exhibit IV-14 *Academic Leaders Advisory Council* (October 9, 2019) • District and charter school chief academic officers/curriculum leaders who provide feedback to the NCDPI on various issues monthly	The Council suggested that we continue to revise the NCPAT pilot-design graphic; the proposed graphic did not clearly convey design differences to non-testing audiences. The NCDPI would consider changes and also share the graphic with the Testing and Growth Advisory for feedback.
	Exhibit IV-15: *Central Carolina Regional Education Services Alliances (CCRESA) Board of Directors Meeting* (October 25, 2019) • District leaders from the Central Carolina region; meetings are to share updates from the NCDPI and to gather input; at this meeting the NCPAT design was discussed	Feedback included the importance of clearly communicating the use and purpose of the interims and the relationship of the interims to the summative.
	Exhibit IV-16: *CCRESA Curriculum Leaders Meeting* (November 1, 2019) • District leaders from the Central Carolina region; meetings are to share updates from the NCDPI and to gather input; at	Participants stressed the importance of having granular information from the interim NCPAT assessments.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	this meeting the NCPAT design was discussed with an emphasis on its use and purposes	
	Exhibit IV-17 *IADA Pilot Introduction Meeting* (November 12, 2019) • Following recruitment during the September Test Coordinators' Meeting, pilot district superintendents and charter school leaders were invited to attend (or send a designee) to the pilot introduction meeting. • Volunteer participants were introduced to the federal requirements guiding the NCPAT design and provided priority design and communication suggestions surrounding adaptive testing and fairness, item type development, reporting, and professional development for teachers and staff.	See Exhibit IV-18 *IADA Pilot Introduction Meeting Summary* Following the IADA Pilot Introduction meeting, the NCDPI revised its NCPAT design to incorporate an additional purpose: the on-track to be proficient indicator for the interims. The design also shifted to allow for three interim administrations (at least two would be required), and flexibility in the mathematics administration windows to allow for local pacing sequencing. The shift in purpose led to conversations on test design; test specifications meetings shifted to January 2020 to allow for greater conversation and planning. Volunteer calls to shift farther away from the current end-of-grade testing format prioritized technology-enhanced item development conversations for test specification meetings; internal conversations on how to incorporate performance tasks continued for Spring 2020.
	Exhibit IV-19 *Piedmont-Triad Education Consortium Curriculum Leaders Meeting* (November 13, 2019)	Feedback stressed the usefulness of the NC Check-Ins and the need for the innovative pilot to continue to provide the same level of feedback.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	• District leaders from the Piedmont-Triad region; meetings are to share updates from the NCDPI and to gather input; at this meeting the NCPAT design was discussed with an emphasis on its use and purposes.	Also, shared interest in item types that are more variable than multiple-choice items.
	Academic Leaders Monthly Webinar (November 15, 2019) • District and charter school chief academic officers/curriculum leaders who provide feedback to the NCDPI on various issues monthly	Shared an update on the planned test specifications and encouraged their recommendations for content experts.
	Exhibit IV-20 *State Superintendent Quarterly Meeting* (December 6, 2019) • Superintendents from the 116 school districts in North Carolina met for updates from State Superintendent Mark Johnson and the NCDPI leadership team. Tammy Howard provided an update on the NCPAT and encouraged district superintendents to volunteer to participate in the pilot.	Shared a brief overview of the IADA and the NCPAT design with the purpose of increasing awareness and recruiting more volunteers. The superintendents did not provide specific feedback.
	Exhibit IV-21 *NCDPI–Standards, Curriculum, and Instruction Leader IADA Introduction* (December 17, 2019) • The NCDPI Test Development staff met with Standards, Curriculum, and	The NCDPI Standards, Curriculum, and Instruction leadership staff supported framing the internal agency NCPAT introduction on federal peer review requirements to guide discussions on the new innovative model.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	Instruction leadership to provide a broad overview of federal assessment requirements, the NCPAT pilot proposed design, and gathered feedback to guide the larger agency NCPAT introduction meeting in January.	
	Exhibit IV-22 *NCDPI-Standards, Curriculum, and Instruction; Exceptional Children; and English Learners IADA Introduction Meeting* (January 17, 2020) • Accountability Services provided an overview session to the NCDPI Standards, Curriculum, and Instruction; Exceptional Children; English Learners; and Legislative Liaison staff outlining the federal requirements for statewide assessment and the proposed design for the NC Personalized Assessment Tool system.	See Exhibit IV-23 NCDPI-SCI, EC, and EL IADA Introduction Summary Following this internal agency planning discussion, partnership opportunities with our Standards, Curriculum, and Instruction; Exceptional Children; English Learners; and Regional Support Teams emerged. NCDPI consultants provided suggestions on design features to improve accessibility, such as embedding an online dictionary for English Learners within our testing platform as well as many communications recommendations to utilize existing agency resources and groups to better distribute NCPAT pilot information and engage broader groups statewide. Feedback included emphasis on a system that attends to individualized student needs.
	Exhibit IV-24 *Academic Leaders Advisory Committee* (January 22, 2020) • Tammy Howard and Iris Irving, Test Development Project Coordinator, joined	Following the feedback from the Academic Leaders Advisory, the NCDPI will provide a technical FAQ to accompany the NCPAT interims explaining the formative purpose of the interims

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	the Academic Leaders Advisory Committee to present an overview of the proposed NCPAT pilot design and gather feedback on how to frame/pilot model communication to district curriculum leaders.	and how the interims are connected to the adaptive summative assessment before the initial year of pilot test administrations and explore the possibility (based on pilot research outcomes and technical data) of assigning cut scores based on interim data alone.
	NCDPI–Advanced Learner IADA Introduction Meeting (January 30, 2020) • The NCDPI Test Development Staff met with the NCDPI Advanced Learning and Gifted Education Division to share the same information provided to other agency divisions on January 17, 2020 (federal requirements; purpose; interim and summative design).	The Advanced Learning and Gifted Education Division was receptive of the proposed NCPAT assessment system design, especially the increased measurement precision it will provide for students across the performance scale. This was noted as being a benefit for differentiating among advanced learners and providing targeted support.
	Exhibit IV-25 *Mathematics Test Specification Confirmation Survey* and Exhibit IV-26 *Reading Test Window Preferences Stakeholder Survey* (March–April 2020) • The NCDPI consulted volunteer district and charter leaders, teachers, and administrators with two surveys: 1) proposed test window feedback (result was flexible administration windows for all NCPAT assessments with the NCDPI recommended test dates and a local decision when to administer) and 2) a test	Volunteer feedback guided the NCDPI to adopt a flexible administration window for all NCPAT interims (reading and mathematics). The NCDPI will suggest a timing window for the administration for each assessment; districts and schools will decide when to administer each interim assessment (and in the case of mathematics, the sequence of administration). The grade 4 mathematics test specifications were confirmed via the survey participants and posted to the agency website and shared with all volunteer contacts.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	specification confirmation survey for the grade 4 mathematics NCPAT interims.	The NCDPI opted to gather this feedback via online survey as opposed to webinar as our volunteer districts and charter schools were in the transition to remote instruction following the governor's closure of school buildings in mid-March.
	Exhibit II-01 *IADA 2020–21 Update Webinar* (June 18, 2020) • All NCPAT pilot volunteer leadership was invited to an update webinar that addressed the impact of COVID-19 on the NCPAT pilot administration implementation timeline and outlined the activities the NCDPI anticipates for the 2020–21 school year (cognitive labs, focus groups, professional development, and the potential partnership with WestEd if the CGSA application is approved). • The NCDPI maintained that the overall statewide implementation timeline for the NCPAT pilot will remain the 2023–24 school year; the NCPAT system for grades 4 and 7 reading and mathematics will be administered to pilot districts in 2021–22 (following field test data gathering through embedded items on operational forms scheduled for spring 2021).	Volunteers were understanding of the 2020–21 shift in activities in the context of uncertainty surrounding the upcoming school year and when face-to-face instruction will resume.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for *each* of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	Cherokee Central School, a school that operates under a P.L. 100-297 Grant from the Bureau of Indian Affairs Department of Education, has partnered with the North Carolina Testing Program and plans to start using NC Check-Ins, beginning with the 2020–21 school year. They have also volunteered to participate in the NCPAT innovative pilot. Cherokee Central School representatives attended the test specification meetings, completed the surveys, and attended the update webinar. The school's participation will provide valuable input on design and implementation that meets the needs of all students.	
Feedback on satisfaction with system. Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups (1) teachers; (2) principals and other school leaders; and (3) parents.	*Friday Institute Meetings* (March 9, 2020, and June 22, 2020) • Planning sessions to discuss potential partnership and contractual work for 2020–21 cognitive labs, focus groups, and professional development needs. The NCDPI will consult with teachers; principals and other school leaders; and parents as the innovative assessment system is administered.	The NCDPI has a task order with The Friday Institute for Educational Innovation to create and design professional development, conduct focus groups, and conduct cognitive labs. The task order is effective October 1, 2020 through September 30, 2021.

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

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

The NCDPI has developed its statewide assessments in collaboration with the North Carolina State University-Technical Outreach for Public Schools (NCSU-TOPS) since the early 1990s. The development processes consistently meet industry technical standards. For the current review period, the primary test development task was the test specification workshops and item development. Requirements not yet developed or completed are not available (N/A) at this time.

Requirement	Description of Information, Summary, Process, Procedures, or Steps (be sure to describe each activity listed in the left-hand column. You may attach artifacts in lieu of providing a description.)
Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system. Report on the following information, summary, processes, procedures, or steps: (1) Process to create test specifications/blueprints to support developing IADA assessments that are technically sound and align to depth and breadth of content standards (2) Descriptive information and empirical evidence that IADA item selection supports item specifications/blueprint (3) Procedures to develop IADA item pool to support test specifications/blueprint (4) Summary of IADA item specifications, by subject and grade	(1) The NCDPI uses the same standard process to recruit and solicit teachers/educators' input in the development of all statewide assessments. For the NCPAT specification meetings conducted in January 2019 (see Exhibit V.A-01 *Grade 4 Mathematics Test Specifications Agenda* and Exhibit V.A-02 *Grade 7 Reading Test Specifications Agenda*), a diverse group of expert teachers/educators recommended by district and charter school leaders participated in an in-person specification workshop. Participants recommended test specification for the NCPAT interims. The specification workshop agenda included an overview of the NCPAT assessment system design, an overview of the grade level content standards, a review of cognitive expectations, and a review of the psychometric specifications for the assessments. (2) N/A (3) Item development for all statewide assessments in North Carolina is on-going. The NCDPI in partnership with North Carolina State University/Technical Outreach for Public Schools (NCSU-TOPS) has a well-established professional development system to recruit and train qualified teachers from across the state to serve as item writers and reviewers. (4) N/A (5) Exhibit V.A-03 *Test Development Process:* Item Development Process (PDF pp. 446–451) (6) N/A (7) Exhibit V.A-03 *Test Development Process:* Item Development Process, Steps 1–2 (PDF pp. 446–447), Steps 4–5 (PDF p. 447), Steps 14–15 (PDF pp. 449–450), Step 18 (PDF p. 450) (8) N/A (9) N/A

Requirement	Description of Information, Summary, Process, Procedures, or Steps (be sure to describe each activity listed in the left-hand column. You may attach artifacts in lieu of providing a description.)
(5) Instructions provided to develop and review IADA items (6) Procedures to ensure IADA items adhere to IADA item specifications/blueprint (7) Procedures to ensure content accuracy of IADA items (8) Procedures to ensure the technical adequacy of IADA items (9) Procedures to ensure IADA items elicit intended response processes (10) Steps taken to consider potential bias in IADA items (11) Procedures to ensure all major content domains or strands align to the IADA test specifications/blueprint (12) Process to reduce construct irrelevance	(10) Exhibit V.A-03 *Test Development Process*: Item Development Process, Steps 1–2 (PDF pp. 446–447), Steps 4–5 (PDF p. 447), Steps 7–8 (PDF p. 448) Steps 14–15 (PDF pp. 449–450), Step 18 (PDF p. 450) (11) N/A (12) N/A

V-B: Requirements for the Innovative Assessment System—Update on Meeting Requirements of Section 1111(b)(2)(B)

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

There were no NCPAT administrations scheduled for the 2019–20 school year. The project timeline cited the first NCPAT administrations would occur in the 2020–21 school year; however, because no statewide assessments were administered in the 2019–20 school year, the timeline has shifted to allow for embedded field test item data collection in the 2020–21 school year. The first NCPAT administrations will occur in the 2021–22 school year. The development schedule has been modified to fulfill statewide implementation in the 2023–24 school year.

Regulatory Requirement	**Accomplishments in the Reporting Year (2019–20)**	**Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)**
Innovative assessment system. A demonstration that the innovative assessment system does or will--		
(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and (ii) May measure a student's academic proficiency and growth using items above or below the student's grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student's academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;	Test content blueprints for the Grade 4 Mathematics and Grade 7 Reading interims were finalized in April 2020 and shared with pilot volunteers and posted publicly on the website. The NCPAT interims and staged adaptive summative assessments at the end of the year will be designed to collectively measure the breadth and depth of grade-level adopted content standards. Sampling techniques will be used to ensure all grade-level content standards are measured across the different forms and NCPAT assessments.	The NCDPI was unable to field test potential NCPAT items during the 2019–20 school year due to the U.S. Department of Education's waiver from statewide testing. The NCPAT assessments aligned to grade-level content standards is now planned to be developed for pilot administration in the 2021–22 school year.
(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient	N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)	

Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
progress toward, and attaining, grade-level proficiency on such standards;		
(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students. Include: (1) Objective nature of IADA items machine scoring, (2) Procedures to transform raw IADA scores to scale scores, (3) IADA equating process (overall and, if appropriate, by subtest), (4) Process to equate IADA scores across academic years, (5) IADA assessment form equivalence, by grade and subject, (6) Indication that test characteristic curve (TCC) or test information function (TIF) for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest), (7) Indication that conditional standard error of measurement (CSEMs) or standard error of measurement (SEMs) for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest),	N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)	

Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
(8) Reliability estimates, including: a. Decision consistency and accuracy of student classifications (based on IADA cut scores) b. Correctly classified and incorrectly classified students c. Generalizability, along with the data source used (9) Procedures to ensure use of simple language and uniform format in IADA score reports, (10) Availability of and access to translations who require accommodations to interpret IADA scores/results, (11) Expectations from State for releasing individual student IADA reports to schools and districts, and (12) Expectations from State and district for delivering student IADA score reports to parents. Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in **one of the following ways**: (A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3–5, 6–8, or 9–12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide		

Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
assessment need not be administered to an individual student in the same school year. (B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that at least once in any grade span (i.e., 3–5, 6–8, or 9–12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample. (C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system. (D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system. (E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison		

Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act; (ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;		
(5)(i) Provide for the participation of all students, including children with disabilities and English learners; (ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and (iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;	Exhibit V.B-01 *NCSBE ACCT-021—Accountability Annual Performance Standards* • Documents all eligible students shall participate in the statewide testing program at grades 3–8 and in high school courses in which an end-of-course (EOC) is administered (PDF p. 478, Section 1) • Documents all students identified as English Learners (ELs) shall	

Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	participate in the statewide testing program (PDF p. 479, Section D) • Documents all students with disabilities included in membership shall participate in the statewide testing program (PDF p. 479, Section E) North Carolina's Test Development Process utilizes universal design for learning; all items developed for the NC Testing Program (including items for the NCPAT pilot) follow universal design principles.	
(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;	N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)	
7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--	N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)	

Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
(i) The student's mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or (ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student's mastery of those standards;		
(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);	N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)	
(9) Provide an unbiased, rational, and consistent determination of progress toward the State's long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for-- (i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify	N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)	

Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and (ii) Reporting on State and LEA report cards under section 1111(h) of the Act.		

VI: Training on and Familiarization with the Innovative Assessment System

Describe training provided to teachers, principals and other school leaders, and other stakeholders during the reporting year (2019–20) to implement the innovative assessment system, including the administration of the innovative assessments.

Requirement	Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description).
<u>Training.</u> Evidence that the SEA or consortium provided training or instructions for standard administration of the innovative assessment system on each of the following activities: (1) Administering the IADA assessments (2) Administering IADA assessment supports and accommodations to students with disabilities (3) Administering IADA assessment supports and accommodations to English learners (4) Hand-scoring constructed responses or essays (5) Handling test irregularities during IADA assessment administrations (6) Conducting external reviewing of IADA items for potential bias (7) Reviewing IADA items for sensitivity and potential offensiveness (8) Protecting IADA-related personally identifiable information (PII)	N/A for the 2019–20 school year (Students did not participate in state assessment administrations in the 2019–20 school year.)

For each of the training topics below, briefly describe all training opportunities that your state provided for teachers, principals, and other school leaders during the reporting year (2019–20). For each training opportunity, report the number of individuals eligible to participate and the number of individuals who actually participated.

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

The training for the NCPAT was scheduled to begin with the 2020–21 school year, the intended first year students would participate in lieu of participating in the current statewide assessments. However, with the revised timeline owing to statewide assessments not being administered in the 2019–20 school year, preparatory work will begin in the 2020–21 school year with training occurring in the 2021–22 school year, the first year of pilot administrations. In addition to the established training protocols for test administration, test security, students with disabilities' and English learners' accommodations, and data usage, the NCDPI has contracted with The Friday Institute Center for Educational Innovation. The goals for this work include:

- Professional Development. To develop a blended 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.)

- Strategies and Tools. To work in partnership with the NCDPI to create a multiyear implementation plan for delivering and supporting the professional learning and communication resources to support outreach to stakeholders

- Regional Supports. To share and review deliverables with the NCDPI Regional Case Managers to identify possible gaps or anticipated needs before the implementation with the pilot cohorts

- 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

- Reporting & Dissemination. 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

Extensive training on current processes and protocols as well as training specific to the NCPAT system is key for the state to transition to statewide implementation by the 2023–24 school year.

Training Topic	**Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description.)**	**Number of Eligible Participants by Type (teachers, principals, other school leaders)**	**Number of Actual Participants by Type (teachers, principals, other school leaders)**
(1) Training to familiarize teachers or school staff with the innovative assessment system (e.g., training on goals of innovative assessment system design including alignment to state standards for student learning, highlights of the key differences between the new and existing assessment systems, format, timeline for administration, and reporting)	N/A for 2019–20 school year		
(2) Training on test security for the innovative assessment system (e.g., training on handling and distribution of innovative assessment materials, monitoring administration of innovative assessments)	N/A for 2019–20 school year		
(3) Training on providing accommodations for students with disabilities in the innovative assessment system (e.g., training on specific types of accommodations that can be made in the presentation,	N/A for 2019–20 school year		

Training Topic	Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description.)	Number of Eligible Participants by Type (teachers, principals, other school leaders)	Number of Actual Participants by Type (teachers, principals, other school leaders)
response, timing and/or setting of the innovative assessment to support participation of students with disabilities)			
(4) Training on providing accommodations for English learner (EL) students in the innovative system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of EL students)	N/A for 2019–20 school year		
(5) Training on using innovative assessment data to inform instruction (e.g., training on analysis and interpretation of individual, subgroup, and/or class-level data for the purposes of identifying struggling students; checking student mastery; adapting instructional resources and/or pacing; differentiating instruction; changing instructional strategies)	N/A for 2019–20 school year		

Training Topic	Brief Description of Training Opportunity, Including How Eligibility for the Training was Defined. (You may attach artifacts of the training in lieu of providing a description.)	Number of Eligible Participants by Type (teachers, principals, other school leaders)	Number of Actual Participants by Type (teachers, principals, other school leaders)
(6) Training on using innovative assessments for accountability (e.g., training on analysis and interpretation of class and grade-level data for the purposes of informing curricular decisions and allocation of resources to support instruction at the school)	N/A for 2019–20 school year		
(7) Training on using innovative assessments for accountability across student subgroups (e.g., training on analysis and interpretation of subgroup, class, and grade-level data for the purposes of identifying and addressing and gaps between student subgroups)	N/A for 2019–20 school year		

Describe how the SEA or consortium familiarized students, parents, and LEA staff with the innovative assessment system during the reporting year (2019–20). Familiarization may include sharing a description of the new innovative assessment system, highlights of the key differences between the innovative and existing assessment systems, initial challenges associated with implementing the new system, and benefits of the innovative assessment system. Examples of familiarizing students and parents include materials that were sent to parents describing the innovative assessment system, agendas of meetings with parents and students to describe the innovative assessment system, and postings about the innovative assessment system on schools'/districts' websites. Examples of familiarizing LEA staff include materials from meetings to describe the innovative assessment system as well as agendas and materials from trainings for staff on implementing the innovative assessment system.

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

SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System	**Description of (a) the Process the State or Consortium used to Familiarize and Acclimate Students and Parents to the Innovative Assessment System and (b) the Support and Training the State or Consortium Provided to LEA Staff to Implement the Innovative Assessment System (be sure to describe the process for each group listed in the left-hand column. You may attach artifacts of the actual process in lieu of providing a description).**
(1) Students and parents	The NCDPI did not provide information to parents on the NCPAT assessment system. This work will begin in the 2020–21 school year.
(2) LEA staff	The NCDPI provided an extensive overview of the NCPAT design and implementation plan to all district and charter school testing/accountability leaders: (1) August 12, 2019, the Testing and Accountability Updates Webinar and (2) during the Fall 2019 Test Coordinators' Conference. These two events gave local education leaders the opportunity to increase their understanding of the NCPAT system and to provide feedback on the model.

VII: Use of Innovative Assessment Data

Please describe how teachers, principals, and other school leaders are using the innovative assessment data during the reporting year (2019–20). You may attach artifacts in lieu of providing a description.

In particular:

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

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

N/A for the 2019–20 school year as the NCPAT was not administered and no data are available.

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

Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year (2019–20), or any changes anticipated in the future.

Not Applicable

IX: Parental Notification

Describe how the SEA or Consortium is ensuring that each participating LEA informs parents of all students in participating schools about the innovative assessment, including the grades and subjects in which the innovative assessment will be administered, and, consistent with section 1112(e)(2)(B) of the Act, ***at the beginning of each school year*** *during which an innovative assessment will be implemented. Such information must be--*

(i) In an understandable and uniform format;
(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
(iii) Upon request by a parent who is an individual with a disability as defined by the Americans with Disabilities Act, provided in an alternative format accessible to that parent.

N/A for the 2019–20 school year as no NCPAT assessments were administered.

X: Assurances

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

See Exhibit X-01: Assurances

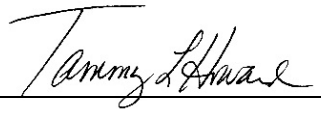
XI: Budget

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

There were no budget changes in the 2019–20 school year.

XII: Certification

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

Name of Authorized Representative:	Title:
Tammy L. Howard	Director of Accountability Services
Signature: 	Date *(month/day/year)*: September 30, 2020

North Carolina Annual Performance Report Appendix

Part II Appendix 3

Exhibit II-01 IADA 2020-21 Update Webinar 3

Part III Appendices 11

Exhibit III.A-01 IADA Pilot Sample 2019-20 Demographic Information 11

Exhibit III.B-01 IADA Pilot Sample 2020-21 Demographic Information 21

Part IV Appendices 33

Exhibit IV-01 NCDPI and NCSU-TOPS Planning Kickoff Meeting 33

Exhibit IV-02 North Carolina Technical Advisors Meeting 57

Exhibit IV-03 NCTA Meeting September 2019 Notes 60

Exhibit IV-04 Testing Growth Advisory 74

Exhibit IV-05 Testing Growth Advisory Summary 104

Exhibit IV-06 Evaluation of Routing Rules for NCPAT System 106

Exhibit IV-07 NCDPI and NCSU-TOPS Technology Enhanced Item Development Meeting for Grade 7 Reading 115

Exhibit IV-08 NCDPI and NCSU-TOPS Technology Enhanced Item Development Meeting for Grade 4 Mathematics 152

Exhibit IV-09 NCSBE Monthly 171

Exhibit IV-10: Testing and Accountability Updates Webinar 207

Exhibit IV-11 2019 Test Coordinators Conference Presentation 237

Exhibit IV-12 Test Coordinators Conference IADA Summary 252

Exhibit IV-13 Sandhills Regional Education Service Alliance 255

Exhibit IV-14 Academic Leaders Advisory Council 265

Exhibit IV-15 Central Carolina Regional Education Services Alliances (CCRESA) Board of Directors Meeting 268

Exhibit IV-16 CCRESA Curriculum Leaders Meeting 288

Exhibit IV-17 IADA Pilot Introduction Meeting 308

Exhibit IV-18 IADA Pilot Introduction Meeting Summary 337

Exhibit IV-19 Piedmont-Triad Education Consortium Curriculum Leaders Meeting 339

Exhibit IV-20 State Superintendent Quarterly Meeting 359

Exhibit IV-21 NCDPI-Standards, Curriculum, and Instruction Leader IADA Introduction 362
Exhibit IV-22 NCDPI Standards, Curriculum, and Instruction; Exceptional Children; and English Learners IADA Introduction Meeting 365
Exhibit IV-23 NCDPI-SCI, EC, and EL IADA Introduction Summary 398
Exhibit IV-24 Academic Leaders Advisory Committee 400
Exhibit IV-25 Mathematics Test Specification Confirmation Survey 433
Exhibit IV-26 Reading Test Window Preferences Stakeholder Survey 435
Part V Appendices 439
Exhibit V.A-01 Grade 4 Mathematics Test Specifications Agenda 439
Exhibit V.A-02 Grade 7 Reading Test Specifications Agenda 441
Exhibit V.A-03 Test Development Process 443
Exhibit V.B-01 NCSBE ACCT-021 Accountability Annual Performance Standards 477
Part X Appendix 481
Exhibit X-01 2020-21 Innovative Assessment Volunteers 481

Part II Appendix

Exhibit II-01 IADA 2020-21 Update Webinar

Public Schools of North Carolina

IADA Pilot Volunteer Webinar

Tammy Howard, Ph.D.
Director of Accountability Services

Maxey Moore
Section Chief of Test Develoment

North Carolina Department of Public Instruction

June 2020

Original IADA Timeline

Pilot Year	School Year	Grade and Subject
1	2019–20	Planning Year
2	2020–21	4 – Mathematics 7 – Reading
3	2021–22	4 – Mathematics and Reading 7 – Mathematics and Reading
4	2022–23	4 – Mathematics and Reading 5 – Mathematics and Reading 7 – Mathematics and Reading 8 – Mathematics and Reading
5	2023–24	3–8 – Mathematics and Reading

COVID-19's Impact

- Field testing embedded in 2019–20 not completed due to spring 2020 end-of-grade tests waived
- 2020–21 School Year
  - Planning to proceed with field testing that is embedded in operational forms

Revised Timeline

Pilot Year	School Year	Grade and Subject
1	2019–20	Planning Year
2	2020–21	Planning Year: Develop New Item Types and Cognitive Labs
3	2021–22	4 – Mathematics and Reading 7 – Mathematics and Reading
4	2022–23	4 – Mathematics and Reading 5 – Mathematics and Reading 7 – Mathematics and Reading 8 – Mathematics and Reading
5	2023–24	3–8 – Mathematics and Reading

Opportunities for 2020–21

- Competitive Grant for State Assessment Programs
- Partnership with WestEd
  - Score reports
  - Performance tasks
  - Professional development
- Considerations for remote solutions

Pilot Volunteers Opportunities 2020–21

- Focus Groups
  - Score reports
- Cognitive labs
  - Technology Enhanced Items
  - Performance Tasks
  - Sample of schools and students

Questions

Part III Appendices

Exhibit III.A-01 IADA Pilot Sample 2019-20 Demographic Information

1) IADA 2019-20 Pilot Samples, Grade 4

LEA Name	School Name	N	Gender (%)		Major Racial and Ethnic Groups (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Alpha Academy Charter	Alpha Academy Charter	92	50.0	50.0	13.0	58.7	17.4	10.9	6.5	32.6	7.6
Bridges Academy	Bridges Academy	13	30.8	69.2	100.0	.	.	.	53.9	61.5	.
Cabarrus Charter Academy	Cabarrus Charter Academy	68	52.9	47.1	35.3	32.4	13.2	19.1	8.8	36.8	2.9
Caldwell County Schools	Baton Elementary	56	57.1	42.9	85.7	.	8.9	5.4	12.5	55.4	.
Caldwell County Schools	Collettsville School	40	57.5	42.5	90.0	.	5.0	5.0	17.5	65.0	.
Caldwell County Schools	Davenport A+ School	84	46.4	53.6	36.9	19.1	35.7	8.3	7.1	75.0	27.4
Caldwell County Schools	Dudley Shoals Elementary	76	59.2	40.8	89.5	4.0	5.3	1.3	18.4	60.5	1.3
Caldwell County Schools	Gamewell Elementary	74	47.3	52.7	75.7	10.8	4.1	9.5	14.9	66.2	.
Caldwell County Schools	Happy Valley Elementary	17	41.2	58.8	88.2	.	5.9	5.9	23.5	64.7	.
Caldwell County Schools	Horizons Elementary	6	16.7	83.3	100.0	.	.	.	16.7	50.0	.
Caldwell County Schools	Hudson Elementary	126	40.5	59.5	84.9	1.6	8.7	4.8	11.9	60.3	4.8
Caldwell County Schools	Kings Creek Elementary	17	23.5	76.5	94.1	.	.	5.9	17.7	35.3	.
Caldwell County Schools	Lower Creek Elementary	72	41.7	58.3	86.1	6.9	4.2	2.8	16.7	41.7	.
Caldwell County Schools	Oak Hill Elementary	15	40.0	60.0	93.3	.	6.7	.	13.3	46.7	.
Caldwell County Schools	Sawmills Elementary	48	52.1	47.9	83.3	.	12.5	4.2	8.3	56.3	2.1
Caldwell County Schools	West Lenoir Elementary	52	50.0	50.0	53.9	11.5	23.1	11.5	11.5	67.3	9.6
Caldwell County Schools	Whitnel Elementary	41	46.3	53.7	78.1	4.9	12.2	4.9	14.6	78.1	4.9
Carteret County Schools	Atlantic Elementary	9	33.3	66.7	100.0	.	.	.	22.2	33.3	.
Carteret County Schools	Beaufort Elementary	69	37.7	62.3	59.4	17.4	10.1	13.0	26.1	43.5	.
Carteret County Schools	Bogue Sound Elementary	71	49.3	50.7	80.3	2.8	11.3	5.6	19.7	23.9	5.6
Carteret County Schools	Down East Middle and Smyrna Elementary	12	41.7	58.3	100.0	.	.	.	.	33.3	.
Carteret County Schools	Harkers Island Elementary	18	22.2	77.8	88.9	.	11.1	.	11.1	38.9	.
Carteret County Schools	Morehead Elem at Camp Glenn	149	38.9	61.1	69.1	9.4	14.8	6.7	8.1	30.2	5.4
Carteret County Schools	Newport Elementary	109	45.0	55.1	74.3	5.5	11.0	9.2	14.7	44.0	4.6
Carteret County Schools	White Oak Elementary	157	40.8	59.2	84.1	0.6	8.9	6.4	13.4	14.0	1.9

LEA Name	School Name	N	Gender (%)		Major Racial and Ethnic Groups (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Concord Lake STEAM Academy	Concord Lake STEAM Academy	35	54.3	45.7	22.9	65.7	8.6	2.9	5.7	68.6	2.9
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	12	50.0	50.0	8.3	83.3	8.3	.	25.0	83.3	.
Falls Lake Academy	Falls Lake Academy	81	53.1	46.9	75.3	7.4	11.1	6.2	9.9	6.2	.
Forsyth Academy	Forsyth Academy	79	57.0	43.0	6.3	45.6	43.0	5.1	10.1	87.3	24.1
Gaston County Schools	Belmont Central Elementary	186	48.4	51.6	78.5	11.3	3.8	6.5	12.9	31.7	2.2
Gaston County Schools	Bessemer City Central Elem	144	56.3	43.8	52.1	25.0	16.7	6.3	14.6	63.2	8.3
Gaston County Schools	Brookside Elementary	107	51.4	48.6	39.3	30.8	21.5	8.4	15.0	47.7	9.4
Gaston County Schools	Carr Elementary	131	51.9	48.1	53.4	28.2	11.5	6.9	23.7	48.1	6.1
Gaston County Schools	Catawba Heights Elementary	49	46.9	53.1	67.4	12.2	12.2	8.2	30.6	59.2	4.1
Gaston County Schools	Chapel Grove Elementary	69	49.3	50.7	75.4	8.7	10.1	5.8	26.1	44.9	5.8
Gaston County Schools	Costner Elementary	71	46.5	53.5	78.9	8.5	5.6	7.0	15.5	36.6	1.4
Gaston County Schools	Edward D Sadler Jr Elementary School	80	37.5	62.5	23.8	40.0	30.0	6.3	13.8	57.5	10.0
Gaston County Schools	Gardner Park Elementary	101	49.5	50.5	23.8	35.6	34.7	5.9	16.8	46.5	16.8
Gaston County Schools	Gaston Virtual Academy	7	57.1	42.9	71.4	14.3	.	14.3	.	.	.
Gaston County Schools	H H Beam Elementary	101	49.5	50.5	23.8	36.6	34.7	5.0	11.9	64.4	21.8
Gaston County Schools	Hawks Nest STEAM Academy	53	49.1	50.9	66.0	17.0	7.6	9.4	7.6	28.3	5.7
Gaston County Schools	Ida Rankin Elementary School	105	50.5	49.5	68.6	21.9	5.7	3.8	15.2	51.4	1.0
Gaston County Schools	Kiser Elementary	121	52.1	47.9	82.6	1.7	9.1	6.6	22.3	57.9	5.8
Gaston County Schools	Lingerfeldt Elementary	65	58.5	41.5	21.5	40.0	27.7	10.8	16.9	66.2	18.5
Gaston County Schools	Lowell Elementary	92	51.1	48.9	58.7	13.0	19.6	8.7	13.0	58.7	14.1
Gaston County Schools	McAdenville Elementary	35	48.6	51.4	74.3	11.4	8.6	5.7	17.1	51.4	2.9
Gaston County Schools	New Hope Elementary	86	47.7	52.3	77.9	5.8	7.0	9.3	15.1	27.9	2.3
Gaston County Schools	North Belmont Elementary	56	53.6	46.4	55.4	7.1	23.2	14.3	25.0	51.8	12.5
Gaston County Schools	Pinewood Elementary	89	46.1	53.9	65.2	23.6	6.7	4.5	12.4	48.3	2.3
Gaston County Schools	Pleasant Ridge Elementary	162	48.8	51.2	33.3	41.4	19.1	6.2	13.6	43.2	12.4
Gaston County Schools	Robinson Elementary	67	50.8	49.3	65.7	19.4	6.0	9.0	17.9	41.8	3.0
Gaston County Schools	Sherwood Elementary	98	52.0	48.0	15.3	44.9	28.6	11.2	21.4	82.7	13.3

LEA Name	School Name	N	Gender (%)		Major Racial and Ethnic Groups (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Gaston County Schools	Tryon Elementary	52	50.0	50.0	78.9	5.8	11.5	3.9	32.7	48.1	3.9
Gaston County Schools	W A Bess Elementary School	88	50.0	50.0	73.9	5.7	8.0	12.5	12.5	28.4	4.6
Gaston County Schools	W B Beam Intermediate School	90	53.3	46.7	76.7	5.6	10.0	7.8	17.8	53.3	1.1
Gaston County Schools	Woodhill Elementary	92	52.2	47.8	10.9	56.5	25.0	7.6	8.7	72.8	12.0
Granville County Schools	Tar River Elementary	84	46.4	53.6	64.3	15.5	17.9	2.4	17.9	39.3	9.5
Greene County Schools	Greene County Intermediate	254	45.7	54.3	28.0	33.5	33.5	5.1	10.2	55.9	21.7
Innovative School District	Southside Ashpole	31	64.5	35.5	.	48.4	6.5	45.2	12.9	64.5	6.5
Invest Collegiate	Invest Collegiate	36	61.1	38.9	.	83.3	11.1	5.6	5.6	52.8	.
Johnston County Schools	Cleveland Elementary	157	54.1	45.9	62.4	15.3	17.2	5.1	14.0	28.0	4.5
Johnston County Schools	West Smithfield Elementary	80	36.3	63.8	10.0	22.5	63.8	3.8	20.0	51.3	41.3
Johnston County Schools	West View Elementary	190	53.2	46.8	65.3	12.1	14.7	7.9	14.7	27.4	6.3
Montgomery County Schools	Candor Elementary	53	39.6	60.4	13.2	22.6	64.2	.	15.1	92.5	32.1
Montgomery County Schools	Green Ridge Elementary	48	41.7	58.3	12.5	16.7	62.5	8.3	2.1	79.2	14.6
Montgomery County Schools	Mount Gilead Elementary	37	37.8	62.2	35.1	37.8	10.8	16.2	16.2	73.0	2.7
Montgomery County Schools	Page Street Elementary	73	48.0	52.1	50.7	20.6	20.6	8.2	11.0	67.1	13.7
Montgomery County Schools	Star Elementary	59	50.9	49.2	47.5	11.9	32.2	8.5	8.5	71.2	11.9
Mooresville Graded School District	East Mooresville Intermediate	218	48.2	51.8	56.0	15.1	17.9	11.0	8.7	37.2	7.8
Mooresville Graded School District	Mooresville Intermediate	214	46.7	53.3	64.0	13.1	16.4	6.5	13.6	41.6	4.7
New Hanover Schools	Carolina Beach Elementary School	83	48.2	51.8	89.2	1.2	2.4	7.2	7.2	45.8	.
New Hanover Schools	Holly Tree Elementary School	87	41.4	58.6	77.0	5.8	12.6	4.6	12.6	23.0	4.6
New Hanover Schools	Ogden Elementary School	118	52.5	47.5	84.8	.	5.9	9.3	3.4	14.4	0.9
New Hanover Schools	Walter Parsley Elementary School	93	58.1	41.9	78.5	2.2	10.8	8.6	7.5	16.1	4.3
Richmond County Schools	East Rockingham Elementary	86	50.0	50.0	40.7	25.6	23.3	10.5	14.0	64.0	8.1
Richmond County Schools	Fairview Heights Elementary	73	43.8	56.2	42.5	31.5	8.2	17.8	20.6	61.6	2.7
Richmond County Schools	L J Bell Elementary	97	51.6	48.5	44.3	39.2	8.3	8.3	15.5	58.8	3.1
Richmond County Schools	Mineral Springs Elementary	62	50.0	50.0	38.7	33.9	16.1	11.3	29.0	58.1	3.2

LEA Name	School Name	N	Gender (%)		Major Racial and Ethnic Groups (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Richmond County Schools	Monroe Avenue Elementary	64	46.9	53.1	31.3	48.4	9.4	10.9	23.4	67.2	4.7
Richmond County Schools	Washington Street Elementary	75	52.0	48.0	34.7	45.3	8.0	12.0	12.0	56.0	4.0
Richmond County Schools	West Rockingham Elementary	43	37.2	62.8	46.5	18.6	25.6	9.3	9.3	65.1	9.3
Rowan-Salisbury Schools	Bostian Elementary	59	42.4	57.6	83.1	1.7	10.2	5.1	20.3	32.2	5.1
Rowan-Salisbury Schools	China Grove Elementary	99	47.5	52.5	64.7	4.0	24.2	7.1	7.1	66.7	16.2
Rowan-Salisbury Schools	Dole Elementary	79	44.3	55.7	30.4	35.4	24.1	10.1	10.1	68.4	15.2
Rowan-Salisbury Schools	Enochville Elementary	52	46.2	53.9	84.6	1.9	7.7	5.8	5.8	59.6	5.8
Rowan-Salisbury Schools	Faith Elementary	46	54.4	45.7	80.4	4.4	6.5	8.7	13.0	43.5	2.2
Rowan-Salisbury Schools	Granite Quarry Elementary	98	41.8	58.2	56.1	20.4	11.2	12.2	13.3	56.1	4.1
Rowan-Salisbury Schools	Hurley Elementary	72	43.1	56.9	30.6	31.9	23.6	13.9	16.7	56.9	16.7
Rowan-Salisbury Schools	Isenberg Elementary	71	36.6	63.4	21.1	52.1	18.3	8.5	18.3	56.3	11.3
Rowan-Salisbury Schools	Knollwood Elementary	94	51.1	48.9	23.4	13.8	59.6	3.2	9.6	74.5	31.9
Rowan-Salisbury Schools	Koontz Elementary	59	42.4	57.6	15.3	42.4	25.4	17.0	15.3	66.1	11.9
Rowan-Salisbury Schools	Landis Elementary	77	50.7	49.4	46.8	18.2	29.9	5.2	19.5	49.4	14.3
Rowan-Salisbury Schools	Millbridge Elementary	97	54.6	45.4	84.5	.	11.3	4.1	18.6	40.2	5.2
Rowan-Salisbury Schools	Morgan Elementary	42	45.2	54.8	92.9	2.4	.	4.8	9.5	54.8	.
Rowan-Salisbury Schools	Mt Ulla Elementary	54	46.3	53.7	81.5	3.7	13.0	1.9	7.4	40.7	5.6
Rowan-Salisbury Schools	North Rowan Elementary	65	47.7	52.3	26.2	43.1	23.1	7.7	15.4	56.9	9.2
Rowan-Salisbury Schools	Overton Elementary	43	55.8	44.2	25.6	46.5	14.0	14.0	20.9	58.1	4.7
Rowan-Salisbury Schools	Rockwell Elementary	80	46.3	53.8	87.5	.	11.3	1.3	7.5	45.0	2.5
Rowan-Salisbury Schools	Shive Elementary	66	42.4	57.6	86.4	4.6	7.6	1.5	27.3	54.6	4.6
Rowan-Salisbury Schools	West Rowan Elementary	81	45.7	54.3	58.0	18.5	13.6	9.9	11.1	61.7	8.6
Scotland County Schools	I E Johnson Elementary	45	60.0	40.0	15.6	68.9	4.4	11.1	28.9	86.7	2.2
Scotland County Schools	Laurel Hill Elementary	128	53.9	46.1	35.2	36.7	5.5	22.7	21.1	64.1	0.8
Scotland County Schools	South Scotland Elementary	62	43.6	56.5	29.0	29.0	.	41.9	16.1	54.8	.
Scotland County Schools	Sycamore Lane Elementary	136	52.2	47.8	22.1	58.1	5.9	14.0	22.8	73.5	.
Scotland County Schools	Wagram Elementary	62	69.4	30.7	19.4	54.8	4.8	21.0	17.7	71.0	.

LEA Name	School Name	N	Gender (%)		Major Racial and Ethnic Groups (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Stanly County Schools	Aquadale Elementary	51	37.3	62.8	82.4	2.0	5.9	9.8	21.6	39.2	7.8
Stanly County Schools	Badin Elementary	89	55.1	44.9	67.4	10.1	3.4	19.1	23.6	52.8	3.4
Stanly County Schools	Central Elementary	100	46.0	54.0	33.0	33.0	18.0	16.0	18.0	52.0	10.0
Stanly County Schools	East Albemarle Elementary	48	47.9	52.1	18.8	64.6	8.3	8.3	12.5	60.4	.
Stanly County Schools	Endy Elementary	50	36.0	64.0	82.0	.	10.0	8.0	22.0	38.0	4.0
Stanly County Schools	Locust Elementary	80	48.8	51.3	77.5	1.3	11.3	10.0	13.8	47.5	3.8
Stanly County Schools	Millingport Elementary	38	52.6	47.4	84.2	.	2.6	13.2	13.2	50.0	.
Stanly County Schools	Norwood Elementary	55	43.6	56.4	67.3	16.4	10.9	5.5	20.0	56.4	3.6
Stanly County Schools	Oakboro Choice STEM	42	50.0	50.0	85.7	2.4	7.1	4.8	7.1	52.4	2.4
Stanly County Schools	Richfield Elementary	54	53.7	46.3	79.6	7.4	.	13.0	7.4	42.6	1.9
Stanly County Schools	Stanfield Elementary	65	46.2	53.9	75.4	.	21.5	3.1	4.6	47.7	9.2
Swain County Schools	Swain County East Elementary	52	61.5	38.5	51.9	.	9.6	38.5	7.7	67.3	5.8
Swain County Schools	Swain County West Elementary	77	57.1	42.9	83.1	.	.	16.9	32.5	31.2	.
The Academy of Moore County	The Academy of Moore County	57	54.4	45.6	68.4	8.8	8.8	14.0	14.0	5.3	.
United Community School	United Community School	33	39.4	60.6	51.5	30.3	6.1	12.1	21.2	21.2	6.1
Washington County Schools	Creswell Elementary	13	23.1	76.9	23.1	46.2	30.8	.	30.8	61.5	30.8
Washington County Schools	Pines Elementary	67	53.7	46.3	6.0	86.6	3.0	4.5	13.4	71.6	1.5
Watagua Schools	Bethel Elementary	20	50.0	50.0	100.0	.	.	.	30.0	55.0	.
Watagua Schools	Blowing Rock Elementary	39	43.6	56.4	89.7	.	2.6	7.7	18.0	15.4	.
Watagua Schools	Cove Creek Elementary	27	48.2	51.9	96.3	.	3.7	.	25.9	25.9	3.7
Watagua Schools	Green Valley Elementary	28	39.3	60.7	89.3	.	7.1	3.6	17.9	60.7	3.6
Watagua Schools	Hardin Park Elementary	101	48.5	51.5	67.3	4.0	15.8	12.9	29.7	35.6	7.9
Watagua Schools	Mabel Elementary	21	61.9	38.1	90.5	.	.	9.5	28.6	57.1	.
Watagua Schools	Parkway Elementary	71	42.3	57.8	84.5	.	12.7	2.8	18.3	28.2	2.8
Watagua Schools	Valle Crucis Elementary	32	56.3	43.8	75.0	3.1	21.9	.	21.9	37.5	15.6
Winterville Charter Academy	Winterville Charter Academy	65	55.4	44.6	35.4	50.8	12.3	1.5	7.7	52.3	6.2

2) IADA 2019-20 Pilot Sample, Grade 7

LEA Name	School Name	N	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Alpha Academy Charter	Alpha Academy Charter	89	60.7	39.3	12.4	60.7	15.7	11.2	4.5	31.5	4.5
Bethany Community Charter	Bethany Community Charter	96	54.2	45.8	65.6	19.8	9.4	5.2	12.5	17.7	.
Bridges Academy	Bridges Academy	11	54.6	45.5	100.0	.	.	.	63.6	45.5	.
Cabarrus Charter Academy	Cabarrus Charter Academy	49	49.0	51.0	32.7	44.9	20.4	2.0	20.4	36.7	6.1
Caldwell County Schools	Collettsville School	34	50.0	50.0	91.2	.	2.9	5.9	11.8	52.9	.
Caldwell County Schools	Gamewell Middle	188	44.2	55.9	55.3	10.1	23.4	11.2	12.8	79.8	4.3
Caldwell County Schools	Gateway School	14	28.6	71.4	71.4	7.1	.	21.4	42.9	64.3	.
Caldwell County Schools	Granite Falls Middle	186	46.2	53.8	87.1	3.2	4.8	4.8	12.4	42.5	.
Caldwell County Schools	Happy Valley Elementary	19	63.2	36.8	100.0	.	.	.	10.5	57.9	.
Caldwell County Schools	Hudson Middle	265	49.8	50.2	82.3	0.8	10.9	6.0	10.2	60.0	1.5
Caldwell County Schools	Kings Creek Elementary	24	58.3	41.7	79.2	4.2	16.7	.	20.8	70.8	.
Caldwell County Schools	Oak Hill Elementary	11	72.7	27.3	81.8	.	.	18.2	27.3	81.8	.
Caldwell County Schools	William Lenoir Middle	207	47.3	52.7	63.3	9.7	17.9	9.2	17.4	64.3	4.4
Carteret County Schools	Beaufort Middle	99	51.5	48.5	79.8	10.1	6.1	4.0	17.2	32.3	1.0
Carteret County Schools	Broad Creek Middle	212	43.4	56.6	84.4	2.8	8.0	4.7	12.7	12.7	1.4
Carteret County Schools	Down East Middle and Smyrna Elementary	54	35.2	64.8	94.4	.	3.7	1.9	16.7	31.5	.
Carteret County Schools	Morehead City Middle	175	52.0	48.0	68.0	5.7	20.0	6.3	9.1	24.6	5.7
Carteret County Schools	Newport Middle	130	53.1	46.9	78.5	6.9	6.9	7.7	6.9	29.2	0.8
Concord Lake STEAM Academy	Concord Lake STEAM Academy	21	52.4	47.6	28.6	52.4	9.5	9.5	14.3	42.9	.
Cumberland County Schools	Anne Chesnutt Middle	191	42.9	57.1	14.1	56.0	21.5	8.4	17.8	48.2	1.6
D.C. Virgo Preparatory School	D.C. Virgo Preparatory School	34	47.1	52.9	2.9	91.2	5.9	.	20.6	67.7	.

LEA Name	School Name	N	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Falls Lake Academy	Falls Lake Academy	81	50.6	49.4	85.2	6.2	6.2	2.5	12.4	6.2	1.2
Forsyth Academy	Forsyth Academy	71	46.5	53.5	11.3	32.4	47.9	8.5	15.5	78.9	18.3
Gaston County Schools	Belmont Middle	226	50.4	49.6	70.4	12.4	8.0	9.3	11.1	31.4	3.1
Gaston County Schools	Bessemer City Middle	175	53.1	46.9	47.4	28.6	17.1	6.9	13.7	51.4	3.4
Gaston County Schools	Cramerton Middle	266	50.4	49.6	69.2	12.4	9.0	9.4	10.2	26.3	1.9
Gaston County Schools	Gaston Virtual Academy	21	61.9	38.1	71.4	9.5	4.8	14.3	9.5	9.5	.
Gaston County Schools	Holbrook Middle	266	52.3	47.7	42.5	27.8	21.4	8.3	13.9	65.0	7.9
Gaston County Schools	John Chavis Middle School	142	54.2	45.8	73.9	14.8	6.3	4.9	16.9	54.9	.
Gaston County Schools	Mount Holly Middle	224	47.3	52.7	60.7	15.2	13.4	10.7	17.4	40.2	3.1
Gaston County Schools	Southwest Middle	299	50.5	49.5	35.8	28.4	28.4	7.4	14.7	55.2	8.0
Gaston County Schools	Stanley Middle	260	43.1	56.9	70.4	13.1	10.0	6.5	14.2	38.1	1.5
Gaston County Schools	W C Friday Middle School	219	55.7	44.3	60.3	16.0	16.9	6.9	13.7	53.9	5.5
Gaston County Schools	W P Grier Middle School	260	49.6	50.4	14.6	58.1	23.5	3.9	15.4	61.5	4.6
Gaston County Schools	Warlick Academy	17	35.3	64.7	23.5	52.9	17.7	5.9	17.7	64.7	11.8
Granville County Schools	G. C. Hawley Middle	197	48.2	51.8	52.8	24.4	16.8	6.1	11.7	42.1	3.1
Greene County Schools	Greene County Middle	252	47.6	52.4	24.2	38.9	34.5	2.4	9.5	59.1	5.6
Harnett County Schools	Coats-Erwin Middle	230	49.1	50.9	51.3	13.5	28.7	6.5	8.7	60.0	4.8
Harnett County Schools	Dunn Middle	131	53.4	46.6	26.7	48.1	17.6	7.6	15.3	55.7	5.3
Harnett County Schools	Harnett Central Middle	383	52.5	47.5	48.8	14.1	31.6	5.5	10.2	55.4	10.2
Harnett County Schools	Highland Middle	318	46.9	53.1	45.3	22.3	22.3	10.1	12.9	53.8	6.6
Harnett County Schools	Overhills Middle	303	46.2	53.8	31.7	39.3	15.2	13.9	8.9	56.4	2.0
Harnett County Schools	STAR Academy	17	35.3	64.7	23.5	52.9	23.5	.	23.5	94.1	5.9
Harnett County Schools	Western Harnett Middle	310	54.5	45.5	51.6	14.5	25.5	8.4	8.7	49.0	6.1
Invest Collegiate	Invest Collegiate	30	60.0	40.0	.	90.0	3.3	6.7	13.3	40.0	.
Johnston County Schools	Cleveland Middle	341	47.5	52.5	62.5	17.0	12.0	8.5	12.3	23.8	3.5
Montgomery County Schools	East Middle	172	52.9	47.1	29.1	14.0	54.7	2.3	9.3	78.5	14.0

LEA Name	School Name	N	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Montgomery County Schools	Montgomery Learning Academy	10	10.0	90.0	40.0	50.0	10.0	.	20.0	70.0	.
Montgomery County Schools	West Middle	128	43.8	56.3	57.8	22.7	10.2	9.4	12.5	65.6	0.8
Mooresville Graded School District	Mooresville Middle	519	47.0	53.0	60.9	19.3	11.6	8.3	15.4	39.7	1.4
New Hanover Schools	Emma Trask Middle School	249	49.8	50.2	59.4	14.1	18.5	8.0	6.8	22.5	4.0
Richmond County Schools	Cordova Middle	113	52.2	47.8	46.9	24.8	20.4	8.0	9.7	63.7	4.4
Richmond County Schools	Ellerbe Middle	84	46.4	53.6	38.1	20.2	28.6	13.1	19.1	56.0	11.9
Richmond County Schools	Hamlet Middle	173	51.5	48.6	38.2	41.0	11.6	9.3	8.1	57.2	2.9
Richmond County Schools	Rockingham Middle	223	44.8	55.2	39.0	40.4	10.8	9.9	9.4	57.0	0.5
Rowan-Salisbury Schools	China Grove Middle	192	48.4	51.6	72.9	1.6	15.6	9.9	7.3	47.9	2.6
Rowan-Salisbury Schools	Corriher Lipe Middle	195	51.8	48.2	66.2	6.7	20.5	6.7	9.2	61.0	4.6
Rowan-Salisbury Schools	Erwin Middle	328	46.3	53.7	80.2	7.0	6.4	6.4	10.1	56.1	1.8
Rowan-Salisbury Schools	Knox Middle	212	45.8	54.3	12.3	58.5	22.6	6.6	14.6	59.0	6.1
Rowan-Salisbury Schools	North Rowan Middle	149	45.6	54.4	28.9	40.3	18.8	12.1	9.4	48.3	6.0
Rowan-Salisbury Schools	Southeast Middle	243	46.5	53.5	51.9	7.0	35.8	5.4	8.6	62.1	11.9
Rowan-Salisbury Schools	West Rowan Middle	213	50.2	49.8	57.8	18.8	12.7	10.8	11.3	54.5	2.8
Scotland County Schools	Carver Middle School	249	43.4	56.6	30.1	45.0	4.8	20.1	20.9	63.9	0.4
Scotland County Schools	Shaw Academy	6	16.7	83.3	.	66.7	.	33.3	50.0	83.3	.
Scotland County Schools	Spring Hill Middle	219	46.1	53.9	24.7	47.5	2.7	25.1	19.2	58.9	0.9
Stanly County Schools	Albemarle Middle	127	46.5	53.5	29.9	42.5	11.0	16.5	19.7	51.2	1.6
Stanly County Schools	North Stanly Middle	176	53.4	46.6	72.7	10.2	6.3	10.8	17.6	42.1	1.1
Stanly County Schools	Oakboro Choice STEM	28	42.9	57.1	89.3	3.6	7.1	.	7.1	28.6	.
Stanly County Schools	South Stanly Middle	141	43.3	56.7	73.1	12.8	6.4	7.8	19.2	48.9	2.8
Stanly County Schools	West Stanly Middle School	215	50.2	49.8	77.2	2.8	15.4	4.7	21.4	36.3	2.3
Swain County Schools	Swain County Middle School	153	48.4	51.6	68.6	1.3	6.5	23.5	15.7	58.2	1.3
United Community School	United Community School	20	55.0	45.0	25.0	45.0	20.0	10.0	20.0	.	10.0
Uproar Leadership Academy	Uproar Leadership Academy	16	43.8	56.3	.	81.3	18.8	.	6.3	81.3	.

LEA Name	School Name	N	Gender (%)		Ethnicity (%)				SWD (%)	EDS (%)	ELL (%)
			Female	Male	White	Black	Hispanic	Other			
Washington County Schools	Washington County Middle	82	61.0	39.0	8.5	81.7	7.3	2.4	7.3	67.1	2.4
Watagua Schools	Bethel Elementary	19	63.2	36.8	100.0	.	.	.	21.1	42.1	.
Watagua Schools	Blowing Rock Elementary	35	57.1	42.9	82.9	2.9	5.7	8.6	8.6	20.0	.
Watagua Schools	Cove Creek Elementary	33	57.6	42.4	90.9	.	6.1	3.0	33.3	30.3	.
Watagua Schools	Green Valley Elementary	42	57.1	42.9	88.1	2.4	7.1	2.4	9.5	59.5	4.8
Watagua Schools	Hardin Park Elementary	98	46.9	53.1	82.7	3.1	10.2	4.1	21.4	29.6	2.0
Watagua Schools	Mabel Elementary	29	48.3	51.7	93.1	.	3.5	3.5	10.3	44.8	.
Watagua Schools	Parkway Elementary	69	58.0	42.0	79.7	.	11.6	8.7	8.7	26.1	2.9
Watagua Schools	Valle Crucis Elementary	53	52.8	47.2	81.1	.	17.0	1.9	9.4	32.1	3.8
Winterville Charter Academy	Winterville Charter Academy	73	54.8	45.2	30.1	60.3	5.5	4.1	13.7	52.1	1.4

Exhibit III.B-01 IADA Pilot Sample 2020-21 Demographic Information

Demographic Information of Grade 4 IADA 2020–21 Participating Schools

LEA Code	LEA Name	School Code	School Name	All		Sex				Ethnic								SWD				EDS				ELS			
						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
140	Caldwell County Schools	140304	Baton Elementary	56	100	32	57.1	24	42.9	.	.	5	8.9	3	5.4	48	85.7	49	87.5	7	12.5	25	44.6	31	55.4	56	100	.	.
140	Caldwell County Schools	140307	Horizons Elementary	6	100	1	16.7	5	83.3	.	.	.	.	.	.	6	100	5	83.3	1	16.7	3	50	3	50	6	100	.	.
140	Caldwell County Schools	140308	Collettsville School	40	100	23	57.5	17	42.5	.	.	2	5	2	5	36	90	33	82.5	7	17.5	14	35	26	65	40	100	.	.
140	Caldwell County Schools	140312	Davenport A+ School	84	100	39	46.4	45	53.6	16	19	30	35.7	7	8.3	31	36.9	78	92.9	6	7.1	21	25	63	75	61	72.6	23	27.4
140	Caldwell County Schools	140316	Dudley Shoals Elementary	76	100	45	59.2	31	40.8	3	3.9	4	5.3	1	1.3	68	89.5	62	81.6	14	18.4	30	39.5	46	60.5	75	98.7	1	1.3
140	Caldwell County Schools	140324	Gamewell Elementary	74	100	35	47.3	39	52.7	8	10.8	3	4.1	7	9.5	56	75.7	63	85.1	11	14.9	25	33.8	49	66.2	74	100	.	.
140	Caldwell County Schools	140344	Happy Valley Elementary	17	100	7	41.2	10	58.8	.	.	1	5.9	1	5.9	15	88.2	13	76.5	4	23.5	6	35.3	11	64.7	17	100	.	.
140	Caldwell County Schools	140352	Hudson Elementary	126	100	51	40.5	75	59.5	2	1.6	11	8.7	6	4.8	107	84.9	111	88.1	15	11.9	50	39.7	76	60.3	120	95.2	6	4.8
140	Caldwell County Schools	140360	Kings Creek Elementary	17	100	4	23.5	13	76.5	.	.	.	.	1	5.9	16	94.1	14	82.4	3	17.6	11	64.7	6	35.3	17	100	.	.
140	Caldwell County Schools	140372	Lower Creek Elementary	72	100	30	41.7	42	58.3	5	6.9	3	4.2	2	2.8	62	86.1	60	83.3	12	16.7	42	58.3	30	41.7	72	100	.	.
140	Caldwell County Schools	140376	Oak Hill Elementary	15	100	6	40	9	60	.	.	1	6.7	.	.	14	93.3	13	86.7	2	13.3	8	53.3	7	46.7	15	100	.	.
140	Caldwell County Schools	140384	Sawmills Elementary	48	100	25	52.1	23	47.9	.	.	6	12.5	2	4.2	40	83.3	44	91.7	4	8.3	21	43.8	27	56.3	47	97.9	1	2.1
140	Caldwell County Schools	140392	West Lenoir Elementary	52	100	26	50	26	50	6	11.5	12	23.1	6	11.5	28	53.8	46	88.5	6	11.5	17	32.7	35	67.3	47	90.4	5	9.6
140	Caldwell County Schools	140396	Whitnel Elementary	41	100	19	46.3	22	53.7	2	4.9	5	12.2	2	4.9	32	78	35	85.4	6	14.6	9	22	32	78	39	95.1	2	4.9
295	Innovative School District	295300	Southside Ashpole	31	100	20	64.5	11	35.5	15	48.4	2	6.5	14	45.2	.	.	27	87.1	4	12.9	11	35.5	20	64.5	29	93.5	2	6.5
360	Gaston County Schools	360320	Belmont Central Elementary	186	100	90	48.4	96	51.6	21	11.3	7	3.8	12	6.5	146	78.5	162	87.1	24	12.9	127	68.3	59	31.7	182	97.8	4	2.2
360	Gaston County Schools	360332	Bessemer City Central Elem	144	100	81	56.3	63	43.8	36	25	24	16.7	9	6.3	75	52.1	123	85.4	21	14.6	53	36.8	91	63.2	132	91.7	12	8.3

LEA Code	LEA Name	School Code	School Name	All		Sex				Ethnic								SWD				EDS				ELS			
						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
360	Gaston County Schools	360339	W B Beam Intermediate School	90	100	48	53.3	42	46.7	5	5.6	9	10	7	7.8	69	76.7	74	82.2	16	17.8	42	46.7	48	53.3	89	98.9	1	1.1
360	Gaston County Schools	360340	Brookside Elementary	107	100	55	51.4	52	48.6	33	30.8	23	21.5	9	8.4	42	39.3	91	85	16	15	56	52.3	51	47.7	97	90.7	10	9.3
360	Gaston County Schools	360344	Carr Elementary	131	100	68	51.9	63	48.1	37	28.2	15	11.5	9	6.9	70	53.4	100	76.3	31	23.7	68	51.9	63	48.1	123	93.9	8	6.1
360	Gaston County Schools	360348	Catawba Heights Elementary	49	100	23	46.9	26	53.1	6	12.2	6	12.2	4	8.2	33	67.3	34	69.4	15	30.6	20	40.8	29	59.2	47	95.9	2	4.1
360	Gaston County Schools	360352	Chapel Grove Elementary	69	100	34	49.3	35	50.7	6	8.7	7	10.1	4	5.8	52	75.4	51	73.9	18	26.1	38	55.1	31	44.9	65	94.2	4	5.8
360	Gaston County Schools	360376	Costner Elementary	71	100	33	46.5	38	53.5	6	8.5	4	5.6	5	7	56	78.9	60	84.5	11	15.5	45	63.4	26	36.6	70	98.6	1	1.4
360	Gaston County Schools	360392	Edward D Sadler Jr Elementary School	80	100	30	37.5	50	62.5	32	40	24	30	5	6.3	19	23.8	69	86.3	11	13.8	34	42.5	46	57.5	72	90	8	10
360	Gaston County Schools	360400	Gardner Park Elementary	101	100	50	49.5	51	50.5	36	35.6	35	34.7	6	5.9	24	23.8	84	83.2	17	16.8	54	53.5	47	46.5	84	83.2	17	16.8
360	Gaston County Schools	360420	Hawks Nest STEAM Academy	53	100	26	49.1	27	50.9	9	17	4	7.5	5	9.4	35	66	49	92.5	4	7.5	38	71.7	15	28.3	50	94.3	3	5.7
360	Gaston County Schools	360432	Kiser Elementary	121	100	63	52.1	58	47.9	2	1.7	11	9.1	8	6.6	100	82.6	94	77.7	27	22.3	51	42.1	70	57.9	114	94.2	7	5.8
360	Gaston County Schools	360438	Lingerfeldt Elementary	65	100	38	58.5	27	41.5	26	40	18	27.7	7	10.8	14	21.5	54	83.1	11	16.9	22	33.8	43	66.2	53	81.5	12	18.5
360	Gaston County Schools	360440	Lowell Elementary	92	100	47	51.1	45	48.9	12	13	18	19.6	8	8.7	54	58.7	80	87	12	13	38	41.3	54	58.7	79	85.9	13	14.1
360	Gaston County Schools	360448	McAdenville Elementary	35	100	17	48.6	18	51.4	4	11.4	3	8.6	2	5.7	26	74.3	29	82.9	6	17.1	17	48.6	18	51.4	34	97.1	1	2.9
360	Gaston County Schools	360464	New Hope Elementary	86	100	41	47.7	45	52.3	5	5.8	6	7	8	9.3	67	77.9	73	84.9	13	15.1	62	72.1	24	27.9	84	97.7	2	2.3
360	Gaston County Schools	360468	North Belmont Elementary	56	100	30	53.6	26	46.4	4	7.1	13	23.2	8	14.3	31	55.4	42	75	14	25	27	48.2	29	51.8	49	87.5	7	12.5
360	Gaston County Schools	360478	Pinewood Elementary	89	100	41	46.1	48	53.9	21	23.6	6	6.7	4	4.5	58	65.2	78	87.6	11	12.4	46	51.7	43	48.3	87	97.8	2	2.2
360	Gaston County Schools	360480	Pleasant Ridge Elementary	162	100	79	48.8	83	51.2	67	41.4	31	19.1	10	6.2	54	33.3	140	86.4	22	13.6	92	56.8	70	43.2	142	87.7	20	12.3

LEA Code	LEA Name	School Code	School Name	All		Sex				Ethnic								SWD				EDS				ELS			
						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
360	Gaston County Schools	360482	Ida Rankin Elementary School	105	100	53	50.5	52	49.5	23	21.9	6	5.7	4	3.8	72	68.6	89	84.8	16	15.2	51	48.6	54	51.4	104	99	1	1
360	Gaston County Schools	360488	Robinson Elementary	67	100	34	50.7	33	49.3	13	19.4	4	6	6	9	44	65.7	55	82.1	12	17.9	39	58.2	28	41.8	65	97	2	3
360	Gaston County Schools	360490	Sherwood Elementary	98	100	51	52	47	48	44	44.9	28	28.6	11	11.2	15	15.3	77	78.6	21	21.4	17	17.3	81	82.7	85	86.7	13	13.3
360	Gaston County Schools	360492	H H Beam Elementary	101	100	50	49.5	51	50.5	37	36.6	35	34.7	5	5	24	23.8	89	88.1	12	11.9	36	35.6	65	64.4	79	78.2	22	21.8
360	Gaston County Schools	360504	Tryon Elementary	52	100	26	50	26	50	3	5.8	6	11.5	2	3.8	41	78.8	35	67.3	17	32.7	27	51.9	25	48.1	50	96.2	2	3.8
360	Gaston County Schools	360510	W A Bess Elementary School	88	100	44	50	44	50	5	5.7	7	8	11	12.5	65	73.9	77	87.5	11	12.5	63	71.6	25	28.4	84	95.5	4	4.5
360	Gaston County Schools	360520	Woodhill Elementary	92	100	48	52.2	44	47.8	52	56.5	23	25	7	7.6	10	10.9	84	91.3	8	8.7	25	27.2	67	72.8	81	88	11	12
360	Gaston County Schools	360550	Gaston Virtual Academy	7	100	4	57.1	3	42.9	1	14.3	.	.	1	14.3	5	71.4	7	100	.	.	7	100	.	.	7	100	.	.
390	Granville County Schools	390362	Tar River Elementary	84	100	39	46.4	45	53.6	13	15.5	15	17.9	2	2.4	54	64.3	69	82.1	15	17.9	51	60.7	33	39.3	76	90.5	8	9.5
400	Greene County Schools	400318	Greene County Intermediate	254	100	116	45.7	138	54.3	85	33.5	85	33.5	13	5.1	71	28	228	89.8	26	10.2	112	44.1	142	55.9	199	78.3	55	21.7
510	Johnston County Schools	510328	Cleveland Elementary	157	100	85	54.1	72	45.9	24	15.3	27	17.2	8	5.1	98	62.4	135	86	22	14	113	72	44	28	150	95.5	7	4.5
510	Johnston County Schools	510396	West Smithfield Elementary	80	100	29	36.3	51	63.8	18	22.5	51	63.8	3	3.8	8	10	64	80	16	20	39	48.8	41	51.3	47	58.8	33	41.3
510	Johnston County Schools	510414	West View Elementary	190	100	101	53.2	89	46.8	23	12.1	28	14.7	15	7.9	124	65.3	162	85.3	28	14.7	138	72.6	52	27.4	178	93.7	12	6.3
620	Montgomery County Schools	620312	Candor Elementary	53	100	21	39.6	32	60.4	12	22.6	34	64.2	.	.	7	13.2	45	84.9	8	15.1	4	7.5	49	92.5	36	67.9	17	32.1
620	Montgomery County Schools	620318	Green Ridge Elementary	48	100	20	41.7	28	58.3	8	16.7	30	62.5	4	8.3	6	12.5	47	97.9	1	2.1	10	20.8	38	79.2	41	85.4	7	14.6
620	Montgomery County Schools	620324	Mount Gilead Elementary	37	100	14	37.8	23	62.2	14	37.8	4	10.8	6	16.2	13	35.1	31	83.8	6	16.2	10	27	27	73	36	97.3	1	2.7
620	Montgomery County Schools	620330	Page Street Elementary	73	100	35	47.9	38	52.1	15	20.5	15	20.5	6	8.2	37	50.7	65	89	8	11	24	32.9	49	67.1	63	86.3	10	13.7
620	Montgomery County Schools	620334	Star Elementary	59	100	30	50.8	29	49.2	7	11.9	19	32.2	5	8.5	28	47.5	54	91.5	5	8.5	17	28.8	42	71.2	52	88.1	7	11.9

LEA Code	LEA Name	School Code	School Name	All		Sex				Ethnic								SWD				EDS				ELS			
						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
650	New Hanover Schools	650308	Carolina Beach Elementary School	83	100	40	48.2	43	51.8	1	1.2	2	2.4	6	7.2	74	89.2	77	92.8	6	7.2	45	54.2	38	45.8	83	100	.	.
650	New Hanover Schools	650339	Holly Tree Elementary School	87	100	36	41.4	51	58.6	5	5.7	11	12.6	4	4.6	67	77	76	87.4	11	12.6	67	77	20	23	83	95.4	4	4.6
650	New Hanover Schools	650356	Ogden Elementary School	118	100	62	52.5	56	47.5	.	.	7	5.9	11	9.3	100	84.7	114	96.6	4	3.4	101	85.6	17	14.4	117	99.2	1	0.8
650	New Hanover Schools	650380	Walter Parsley Elementary School	93	100	54	58.1	39	41.9	2	2.2	10	10.8	8	8.6	73	78.5	86	92.5	7	7.5	78	83.9	15	16.1	89	95.7	4	4.3
770	Richmond County Schools	770310	East Rockingham Elementary	86	100	43	50	43	50	22	25.6	20	23.3	9	10.5	35	40.7	74	86	12	14	31	36	55	64	79	91.9	7	8.1
770	Richmond County Schools	770318	Fairview Heights Elementary	73	100	32	43.8	41	56.2	23	31.5	6	8.2	13	17.8	31	42.5	58	79.5	15	20.5	28	38.4	45	61.6	71	97.3	2	2.7
770	Richmond County Schools	770340	L J Bell Elementary	97	100	50	51.5	47	48.5	38	39.2	8	8.2	8	8.2	43	44.3	82	84.5	15	15.5	40	41.2	57	58.8	94	96.9	3	3.1
770	Richmond County Schools	770344	Mineral Springs Elementary	62	100	31	50	31	50	21	33.9	10	16.1	7	11.3	24	38.7	44	71	18	29	26	41.9	36	58.1	60	96.8	2	3.2
770	Richmond County Schools	770346	Monroe Avenue Elementary	64	100	30	46.9	34	53.1	31	48.4	6	9.4	7	10.9	20	31.3	49	76.6	15	23.4	21	32.8	43	67.2	61	95.3	3	4.7
770	Richmond County Schools	770368	West Rockingham Elementary	43	100	16	37.2	27	62.8	8	18.6	11	25.6	4	9.3	20	46.5	39	90.7	4	9.3	15	34.9	28	65.1	39	90.7	4	9.3
770	Richmond County Schools	770370	Washington Street Elementary	75	100	39	52	36	48	34	45.3	6	8	9	12	26	34.7	66	88	9	12	33	44	42	56	72	96	3	4
800	Rowan-Salisbury Schools	800312	Bostian Elementary	59	100	25	42.4	34	57.6	1	1.7	6	10.2	3	5.1	49	83.1	47	79.7	12	20.3	40	67.8	19	32.2	56	94.9	3	5.1
800	Rowan-Salisbury Schools	800315	Overton Elementary	43	100	24	55.8	19	44.2	20	46.5	6	14	6	14	11	25.6	34	79.1	9	20.9	18	41.9	25	58.1	41	95.3	2	4.7
800	Rowan-Salisbury Schools	800316	China Grove Elementary	99	100	47	47.5	52	52.5	4	4	24	24.2	7	7.1	64	64.6	92	92.9	7	7.1	33	33.3	66	66.7	83	83.8	16	16.2

LEA Code	LEA Name	School Code	School Name	All		Sex				Ethnic								SWD				EDS				ELS			
						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
800	Rowan-Salisbury Schools	800346	Koontz Elementary	59	100	25	42.4	34	57.6	25	42.4	15	25.4	10	16.9	9	15.3	50	84.7	9	15.3	20	33.9	39	66.1	52	88.1	7	11.9
800	Rowan-Salisbury Schools	800347	Shive Elementary	66	100	28	42.4	38	57.6	3	4.5	5	7.6	1	1.5	57	86.4	48	72.7	18	27.3	30	45.5	36	54.5	63	95.5	3	4.5
800	Rowan-Salisbury Schools	800348	Enochville Elementary	52	100	24	46.2	28	53.8	1	1.9	4	7.7	3	5.8	44	84.6	49	94.2	3	5.8	21	40.4	31	59.6	49	94.2	3	5.8
800	Rowan-Salisbury Schools	800352	Faith Elementary	46	100	25	54.3	21	45.7	2	4.3	3	6.5	4	8.7	37	80.4	40	87	6	13	26	56.5	20	43.5	45	97.8	1	2.2
800	Rowan-Salisbury Schools	800356	Granite Quarry Elementary	98	100	41	41.8	57	58.2	20	20.4	11	11.2	12	12.2	55	56.1	85	86.7	13	13.3	43	43.9	55	56.1	94	95.9	4	4.1
800	Rowan-Salisbury Schools	800358	Isenberg Elementary	71	100	26	36.6	45	63.4	37	52.1	13	18.3	6	8.5	15	21.1	58	81.7	13	18.3	31	43.7	40	56.3	63	88.7	8	11.3
800	Rowan-Salisbury Schools	800359	Dole Elementary	79	100	35	44.3	44	55.7	28	35.4	19	24.1	8	10.1	24	30.4	71	89.9	8	10.1	25	31.6	54	68.4	67	84.8	12	15.2
800	Rowan-Salisbury Schools	800360	Hurley Elementary	72	100	31	43.1	41	56.9	23	31.9	17	23.6	10	13.9	22	30.6	60	83.3	12	16.7	31	43.1	41	56.9	60	83.3	12	16.7
800	Rowan-Salisbury Schools	800362	Knollwood Elementary	94	100	48	51.1	46	48.9	13	13.8	56	59.6	3	3.2	22	23.4	85	90.4	9	9.6	24	25.5	70	74.5	64	68.1	30	31.9
800	Rowan-Salisbury Schools	800364	Landis Elementary	77	100	39	50.6	38	49.4	14	18.2	23	29.9	4	5.2	36	46.8	62	80.5	15	19.5	39	50.6	38	49.4	66	85.7	11	14.3
800	Rowan-Salisbury Schools	800366	Millbridge Elementary	97	100	53	54.6	44	45.4	.	.	11	11.3	4	4.1	82	84.5	79	81.4	18	18.6	58	59.8	39	40.2	92	94.8	5	5.2
800	Rowan-Salisbury Schools	800368	Morgan Elementary	42	100	19	45.2	23	54.8	1	2.4	.	.	2	4.8	39	92.9	38	90.5	4	9.5	19	45.2	23	54.8	42	100	.	.

LEA Code	LEA Name	School Code	School Name	All		Sex				Ethnic								SWD				EDS				ELS			
						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
800	Rowan-Salisbury Schools	800372	Mt Ulla Elementary	54	100	25	46.3	29	53.7	2	3.7	7	13	1	1.9	44	81.5	50	92.6	4	7.4	32	59.3	22	40.7	51	94.4	3	5.6
800	Rowan-Salisbury Schools	800373	North Rowan Elementary	65	100	31	47.7	34	52.3	28	43.1	15	23.1	5	7.7	17	26.2	55	84.6	10	15.4	28	43.1	37	56.9	59	90.8	6	9.2
800	Rowan-Salisbury Schools	800392	Rockwell Elementary	80	100	37	46.3	43	53.8	.	.	9	11.3	1	1.3	70	87.5	74	92.5	6	7.5	44	55	36	45	78	97.5	2	2.5
800	Rowan-Salisbury Schools	800406	West Rowan Elementary	81	100	37	45.7	44	54.3	15	18.5	11	13.6	8	9.9	47	58	72	88.9	9	11.1	31	38.3	50	61.7	74	91.4	7	8.6
830	Scotland County Schools	830320	I E Johnson Elementary	45	100	27	60	18	40	31	68.9	2	4.4	5	11.1	7	15.6	32	71.1	13	28.9	6	13.3	39	86.7	44	97.8	1	2.2
830	Scotland County Schools	830328	Laurel Hill Elementary	128	100	69	53.9	59	46.1	47	36.7	7	5.5	29	22.7	45	35.2	101	78.9	27	21.1	46	35.9	82	64.1	127	99.2	1	0.8
830	Scotland County Schools	830356	South Scotland Elementary	62	100	27	43.5	35	56.5	18	29	.	.	26	41.9	18	29	52	83.9	10	16.1	28	45.2	34	54.8	62	100	.	.
830	Scotland County Schools	830360	Wagram Elementary	62	100	43	69.4	19	30.6	34	54.8	3	4.8	13	21	12	19.4	51	82.3	11	17.7	18	29	44	71	62	100	.	.
830	Scotland County Schools	830364	Sycamore Lane Elementary	136	100	71	52.2	65	47.8	79	58.1	8	5.9	19	14	30	22.1	105	77.2	31	22.8	36	26.5	100	73.5	136	100	.	.
940	Washington County Schools	940306	Creswell Elementary	13	100	3	23.1	10	76.9	6	46.2	4	30.8	.	.	3	23.1	9	69.2	4	30.8	5	38.5	8	61.5	9	69.2	4	30.8
940	Washington County Schools	940314	Pines Elementary	67	100	36	53.7	31	46.3	58	86.6	2	3	3	4.5	4	6	58	86.6	9	13.4	19	28.4	48	71.6	66	98.5	1	1.5
950	Watagua Schools	950308	Bethel Elementary	20	100	10	50	10	50	.	.	.	.	.	.	20	100	14	70	6	30	9	45	11	55	20	100	.	.
950	Watagua Schools	950312	Blowing Rock Elementary	39	100	17	43.6	22	56.4	.	.	1	2.6	3	7.7	35	89.7	32	82.1	7	17.9	33	84.6	6	15.4	39	100	.	.
950	Watagua Schools	950316	Cove Creek Elementary	27	100	13	48.1	14	51.9	.	.	1	3.7	.	.	26	96.3	20	74.1	7	25.9	20	74.1	7	25.9	26	96.3	1	3.7
950	Watagua Schools	950320	Green Valley Elementary	28	100	11	39.3	17	60.7	.	.	2	7.1	1	3.6	25	89.3	23	82.1	5	17.9	11	39.3	17	60.7	27	96.4	1	3.6
950	Watagua Schools	950322	Hardin Park Elementary	101	100	49	48.5	52	51.5	4	4	16	15.8	13	12.9	68	67.3	71	70.3	30	29.7	65	64.4	36	35.6	93	92.1	8	7.9
950	Watagua Schools	950324	Mabel Elementary	21	100	13	61.9	8	38.1	.	.	.	.	2	9.5	19	90.5	15	71.4	6	28.6	9	42.9	12	57.1	21	100	.	.

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						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
950	Watagua Schools	950328	Parkway Elementary	71	100	30	42.3	41	57.7	.	.	9	12.7	2	2.8	60	84.5	58	81.7	13	18.3	51	71.8	20	28.2	69	97.2	2	2.8
950	Watagua Schools	950332	Valle Crucis Elementary	32	100	18	56.3	14	43.8	1	3.1	7	21.9	.	.	24	75	25	78.1	7	21.9	20	62.5	12	37.5	27	84.4	5	15.6
13B	Cabarrus Charter Academy	13B000	Cabarrus Charter Academy	68	100	36	52.9	32	47.1	22	32.4	9	13.2	13	19.1	24	35.3	62	91.2	6	8.8	43	63.2	25	36.8	66	97.1	2	2.9
26B	Alpha Academy Charter	26B000	Alpha Academy Charter	92	100	46	50	46	50	54	58.7	16	17.4	10	10.9	12	13	86	93.5	6	6.5	62	67.4	30	32.6	85	92.4	7	7.6
34F	Forsyth Academy	34F000	Forsyth Academy	79	100	45	57	34	43	36	45.6	34	43	4	5.1	5	6.3	71	89.9	8	10.1	10	12.7	69	87.3	60	75.9	19	24.1
39A	Falls Lake Academy	39A000	Falls Lake Academy	81	100	43	53.1	38	46.9	6	7.4	9	11.1	5	6.2	61	75.3	73	90.1	8	9.9	76	93.8	5	6.2	81	100	.	.
60Q	Invest Collegiate	60Q000	Invest Collegiate	36	100	22	61.1	14	38.9	30	83.3	4	11.1	2	5.6	.	.	34	94.4	2	5.6	17	47.2	19	52.8	36	100	.	.
63A	The Academy of Moore County	63A000	The Academy of Moore County	57	100	31	54.4	26	45.6	5	8.8	5	8.8	8	14	39	68.4	49	86	8	14	54	94.7	3	5.3	57	100	.	.
65Z	D.C. Virgo Preparatory School	65Z000	D.C. Virgo Preparatory School	12	100	6	50	6	50	10	83.3	1	8.3	.	.	1	8.3	9	75	3	25	2	16.7	10	83.3	12	100	.	.

Demographic Information of Grade 7 IADA 2020–21 Participating Schools

LEA Code	LEA Name	School Code	School Name	All		Sex				Ethnic								SWD				EDS				ELS			
						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
140	Caldwell County Schools	140306	Gateway School	14	100	4	29	10	71	1	7.1	.	.	3	21	10	71	8	57	6	43	5	36	9	64	14	100	.	.
140	Caldwell County Schools	140308	Collettsville School	34	100	17	50	17	50	.	.	1	2.9	2	5.9	31	91	30	88	4	12	16	47	18	53	34	100	.	.
140	Caldwell County Schools	140332	Gamewell Middle	188	100	83	44	105	56	19	10	44	23	21	11	104	55	164	87	24	13	38	20	150	80	180	96	8	4.3
140	Caldwell County Schools	140336	Granite Falls Middle	186	100	86	46	100	54	6	3.2	9	4.8	9	4.8	162	87	163	88	23	12	107	58	79	43	186	100	.	.
140	Caldwell County Schools	140344	Happy Valley Elementary	19	100	12	63	7	37	.	.	.	.	.	.	19	100	17	90	2	11	8	42	11	58	19	100	.	.
140	Caldwell County Schools	140356	Hudson Middle	265	100	132	50	133	50	2	0.8	29	11	16	6	218	82	238	90	27	10	106	40	159	60	261	99	4	1.5
140	Caldwell County Schools	140360	Kings Creek Elementary	24	100	14	58	10	42	1	4.2	4	17	.	.	19	79	19	79	5	21	7	29	17	71	24	100	.	.
140	Caldwell County Schools	140368	William Lenoir Middle	207	100	98	47	109	53	20	9.7	37	18	19	9.2	131	63	171	83	36	17	74	36	133	64	198	96	9	4.3
140	Caldwell County Schools	140376	Oak Hill Elementary	11	100	8	73	3	27	.	.	.	.	2	18	9	82	8	73	3	27	2	18	9	82	11	100	.	.
360	Gaston County Schools	360324	Belmont Middle	226	100	114	50	112	50	28	12	18	8	21	9.3	159	70	201	89	25	11	155	69	71	31	219	97	7	3.1
360	Gaston County Schools	360372	Warlick Academy	17	100	6	35	11	65	9	53	3	18	1	5.9	4	24	14	82	3	18	6	35	11	65	15	88	2	12
360	Gaston County Schools	360380	Cramerton Middle	266	100	134	50	132	50	33	12	24	9	25	9.4	184	69	239	90	27	10	196	74	70	26	261	98	5	1.9
360	Gaston County Schools	360408	W P Grier Middle School	260	100	129	50	131	50	151	58	61	24	10	3.8	38	15	220	85	40	15	100	39	160	62	248	95	12	4.6
360	Gaston County Schools	360426	Holbrook Middle	266	100	139	52	127	48	74	28	57	21	22	8.3	113	43	229	86	37	14	93	35	173	65	245	92	21	7.9
360	Gaston County Schools	360431	John Chavis Middle School	142	100	77	54	65	46	21	15	9	6.3	7	4.9	105	74	118	83	24	17	64	45	78	55	142	100	.	.
360	Gaston County Schools	360436	Bessemer City Middle	175	100	93	53	82	47	50	29	30	17	12	6.9	83	47	151	86	24	14	85	49	90	51	169	97	6	3.4
360	Gaston County Schools	360456	Mount Holly Middle	224	100	106	47	118	53	34	15	30	13	24	11	136	61	185	83	39	17	134	60	90	40	217	97	7	3.1

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				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
360	Gaston County Schools	360498	Southwest Middle	299	100	151	51	148	50	85	28	85	28	22	7.4	107	36	255	85	44	15	134	45	165	55	275	92	24	8
360	Gaston County Schools	360500	Stanley Middle	260	100	112	43	148	57	34	13	26	10	17	6.5	183	70	223	86	37	14	161	62	99	38	256	99	4	1.5
360	Gaston County Schools	360514	W C Friday Middle School	219	100	122	56	97	44	35	16	37	17	15	6.8	132	60	189	86	30	14	101	46	118	54	207	95	12	5.5
360	Gaston County Schools	360550	Gaston Virtual Academy	21	100	13	62	8	38	2	9.5	1	4.8	3	14	15	71	19	91	2	9.5	19	91	2	9.5	21	100	.	.
390	Granville County Schools	390320	G. C. Hawley Middle	197	100	95	48	102	52	48	24	33	17	12	6.1	104	53	174	88	23	12	114	58	83	42	191	97	6	3
400	Greene County Schools	400312	Greene County Middle	252	100	120	48	132	52	98	39	87	35	6	2.4	61	24	228	91	24	9.5	103	41	149	59	238	94	14	5.6
491	Mooresville Graded School District	491308	Mooresville Middle	519	100	244	47	275	53	100	19	60	12	43	8.3	316	61	439	85	80	15	313	60	206	40	512	99	7	1.3
510	Johnston County Schools	510329	Cleveland Middle	341	100	162	48	179	53	58	17	41	12	29	8.5	213	63	299	88	42	12	260	76	81	24	329	97	12	3.5
620	Montgomery County Schools	620310	Montgomery Learning Academy	10	100	1	10	9	90	5	50	1	10	.	.	4	40	8	80	2	20	3	30	7	70	10	100	.	.
620	Montgomery County Schools	620314	East Middle	172	100	91	53	81	47	24	14	94	55	4	2.3	50	29	156	91	16	9.3	37	22	135	79	148	86	24	14
620	Montgomery County Schools	620339	West Middle	128	100	56	44	72	56	29	23	13	10	12	9.4	74	58	112	88	16	13	44	34	84	66	127	99	1	0.8
650	New Hanover Schools	650325	Emma Trask Middle School	249	100	124	50	125	50	35	14	46	19	20	8	148	59	232	93	17	6.8	193	78	56	23	239	96	10	4
770	Richmond County Schools	770316	Ellerbe Middle	84	100	39	46	45	54	17	20	24	29	11	13	32	38	68	81	16	19	37	44	47	56	74	88	10	12
770	Richmond County Schools	770328	Hamlet Middle	173	100	89	51	84	49	71	41	20	12	16	9.2	66	38	159	92	14	8.1	74	43	99	57	168	97	5	2.9
770	Richmond County Schools	770360	Rockingham Middle	223	100	100	45	123	55	90	40	24	11	22	9.9	87	39	202	91	21	9.4	96	43	127	57	222	100	1	0.4
770	Richmond County Schools	770364	Cordova Middle	113	100	59	52	54	48	28	25	23	20	9	8	53	47	102	90	11	9.7	41	36	72	64	108	96	5	4.4
800	Rowan-Salisbury Schools	800314	Erwin Middle	328	100	152	46	176	54	23	7	21	6.4	21	6.4	263	80	295	90	33	10	144	44	184	56	322	98	6	1.8

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				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
800	Rowan-Salisbury Schools	800320	China Grove Middle	192	100	93	48	99	52	3	1.6	30	16	19	9.9	140	73	178	93	14	7.3	100	52	92	48	187	97	5	2.6
800	Rowan-Salisbury Schools	800328	Corriher Lipe Middle	195	100	101	52	94	48	13	6.7	40	21	13	6.7	129	66	177	91	18	9.2	76	39	119	61	186	95	9	4.6
800	Rowan-Salisbury Schools	800363	Knox Middle	212	100	97	46	115	54	124	59	48	23	14	6.6	26	12	181	85	31	15	87	41	125	59	199	94	13	6.1
800	Rowan-Salisbury Schools	800377	North Rowan Middle	149	100	68	46	81	54	60	40	28	19	18	12	43	29	135	91	14	9.4	77	52	72	48	140	94	9	6
800	Rowan-Salisbury Schools	800398	Southeast Middle	243	100	113	47	130	54	17	7	87	36	13	5.3	126	52	222	91	21	8.6	92	38	151	62	214	88	29	12
800	Rowan-Salisbury Schools	800410	West Rowan Middle	213	100	107	50	106	50	40	19	27	13	23	11	123	58	189	89	24	11	97	46	116	55	207	97	6	2.8
830	Scotland County Schools	830304	Carver Middle School	249	100	108	43	141	57	112	45	12	4.8	50	20	75	30	197	79	52	21	90	36	159	64	248	100	1	0.4
830	Scotland County Schools	830316	Shaw Academy	6	100	1	17	5	83	4	67	.	.	2	33	.	.	3	50	3	50	1	17	5	83	6	100	.	.
830	Scotland County Schools	830349	Spring Hill Middle	219	100	101	46	118	54	104	48	6	2.7	55	25	54	25	177	81	42	19	90	41	129	59	217	99	2	0.9
940	Washington County Schools	940328	Washington County Middle	82	100	50	61	32	39	67	82	6	7.3	2	2.4	7	8.5	76	93	6	7.3	27	33	55	67	80	98	2	2.4
950	Watagua Schools	950308	Bethel Elementary	19	100	12	63	7	37	.	.	.	.	.	.	19	100	15	79	4	21	11	58	8	42	19	100	.	.
950	Watagua Schools	950312	Blowing Rock Elementary	35	100	20	57	15	43	1	2.9	2	5.7	3	8.6	29	83	32	91	3	8.6	28	80	7	20	35	100	.	.
950	Watagua Schools	950316	Cove Creek Elementary	33	100	19	58	14	42	.	.	2	6.1	1	3	30	91	22	67	11	33	23	70	10	30	33	100	.	.
950	Watagua Schools	950320	Green Valley Elementary	42	100	24	57	18	43	1	2.4	3	7.1	1	2.4	37	88	38	91	4	9.5	17	41	25	60	40	95	2	4.8
950	Watagua Schools	950322	Hardin Park Elementary	98	100	46	47	52	53	3	3.1	10	10	4	4.1	81	83	77	79	21	21	69	70	29	30	96	98	2	2
950	Watagua Schools	950324	Mabel Elementary	29	100	14	48	15	52	.	.	1	3.4	1	3.4	27	93	26	90	3	10	16	55	13	45	29	100	.	.

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						Female		Male		Black		Hispanic		Other		White		Regular		SWD		Not EDS		EDS		Not ELL		ELL	
				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
950	Watagua Schools	950328	Parkway Elementary	69	100	40	58	29	42	.	.	8	12	6	8.7	55	80	63	91	6	8.7	51	74	18	26	67	97	2	2.9
950	Watagua Schools	950332	Valle Crucis Elementary	53	100	28	53	25	47	.	.	9	17	1	1.9	43	81	48	91	5	9.4	36	68	17	32	51	96	2	3.8
13B	Cabarrus Charter Academy	13B000	Cabarrus Charter Academy	49	100	24	49	25	51	22	45	10	20	1	2	16	33	39	80	10	20	31	63	18	37	46	94	3	6.1
26B	Alpha Academy Charter	26B000	Alpha Academy Charter	89	100	54	61	35	39	54	61	14	16	10	11	11	12	85	96	4	4.5	61	69	28	32	85	96	4	4.5
34F	Forsyth Academy	34F000	Forsyth Academy	71	100	33	47	38	54	23	32	34	48	6	8.5	8	11	60	85	11	16	15	21	56	79	58	82	13	18
39A	Falls Lake Academy	39A000	Falls Lake Academy	81	100	41	51	40	49	5	6.2	5	6.2	2	2.5	69	85	71	88	10	12	76	94	5	6.2	80	99	1	1.2
60Q	Invest Collegiate	60Q000	Invest Collegiate	30	100	18	60	12	40	27	90	1	3.3	2	6.7	.	.	26	87	4	13	18	60	12	40	30	100	.	.
65Z	D.C. Virgo Preparatory School	65Z000	D.C. Virgo Preparatory School	34	100	16	47	18	53	31	91	2	5.9	.	.	1	2.9	27	79	7	21	11	32	23	68	34	100	.	.

Part IV Appendices

Exhibit IV-01 NCDPI and NCSU-TOPS Planning Kickoff Meeting

Public Schools of North Carolina

IADA Planning Kickoff Meeting

August 28, 2019

McKimmon Center

Welcome

https://bit.ly/2ZiSesI

Access Code: 530424

“There are three ways to ultimate success:

The first way is to be kind. The second way is to be kind. The third way is to be kind.”

-Fred Rogers

Today's purpose:

Getting acquainted with the IADA:

- Review the application addendum
- Identify stakeholders
- Identify tasks and creating a timeline for Years 1 and 2

Opening Remarks

- Introduction
- Parking lots
- Risks

Peer Reviewer Notes

- What do you consider the big takeaways we must address while planning the IADA?
- What questions do you have?

Addendum Review

- Summarizing your reading
  - 1 poster per group
- Group discussion

Addendum Discussion

1. How would this impact your work? Your section?
2. Think beyond your own desk:
    1. What would a colleague in TPO, TD, A&R, TOPS (Hutton, Warehouse, McKimmon), the RACs/RCCs, Regional Support Leads, superintendents, LEA TCs, principals, and parents need to know?
3. How can these requirements be incorporated into our existing system?
4. What supports and workgroups will be needed for any changes?

Poster Walk

- 4 minutes at each poster
- Prioritize content that "*We can't forget to plan for this!"* with stickers

Trivia Review

BREAK

10:30–10:45

Stakeholders

- Must include:
  1. Those representing the interests of children with disabilities, English learners, and other sub-groups of students;
  2. Representatives of Indian tribes located in the State;
  3. Students;
  4. Parents; and
  5. Civil Rights Organizations
- Brainstorming:
  - Internal Stakeholders
    - DPI (blue) and TOPS (yellow)
  - External Stakeholders (pink)

Communications

The list below is not exhaustive.
(Add any other communication types as needed.)

- Webinars
- Meetings
- Advisory groups
- Online courses
- Presentations
- TNN posts
- Administration Manuals
- Focus groups
- Surveys
- Invitations
- Website

LUNCH

11:45–1:00

Scheduling (by Section)

Review the timeline for Years 1 and 2:

- Identify tasks that pertain to your section
- Create work package dictionary entries
- Identify resources needed from other groups
  - Green sticky notes
- Use your Section Calendar as a reference point

Scheduling: Crossover

- What resources do you need from other groups?

BREAK

2:45–3:00

Risks and Rewards

Name that Tune!

Risk

Returning to the Risk Parking Lot

- Review the risk list
  - Categorize to:
    - TD
    - TPO
    - TOPS
    - DPI
    - Other

Risk (by Section)

- Any additional risks?

Mitigating Risk

- For each risk:
  - What specific actions (communications, internal reviews, etc.) would mitigate negative impact?
  - How and when could these actions be incorporated into the timeline?

Imagining Success

Exhibit IV-02 North Carolina Technical Advisors Meeting

NC Technical Advisors Meeting Agenda (Day 1)
Wednesday, September 18, 2019
Education Building
SBE Lounge 7th Floor

	Topic	Lead*	Action
9:00–9:15 am	Welcome & Introductions; Review and Updates	Dr. Tammy Howard	Information
9:15–10:15 am	Mathematics Standard Setting Overview	Dr. Tammy Howard Kristen Maxey-Moore	Information and Discussion
10:15–10:30 am	Morning Break		
10:30 –11:15am	Mathematics Achievement Level Edition 5 and Trend	Psychometric Team	Information and Discussion
11:15–Noon	English Learner Exit Criteria	Curtis Sonneman	Information and Discussion
12:00–12:30 pm	Lunch (provided)		
12:30–1:30 pm	Quantile Linking Overview MetaMetrics Inc.	Dr. Ian Hembry Dr. Rob Kirkpatrick	Information and Discussion
1:30–2:15 pm	Innovative Assessment Demonstrated Authority (IADA)	Dr. Tammy Howard Kristen Maxey-Moore	Information, Discussion and Recommendations
2:15–2:30 pm	Afternoon Break		
2:30–4:00 pm	Innovative Assessment Scaling and Layout	Dr. Kinge Mbella	Information, Discussion and Recommendations
4:00 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, Dr. Thakur Karkee and Dr. Kevin Shropshire

NC Technical Advisors Meeting Agenda (Day 2)
Thursday, September 19, 2019
Education Building
SBE Lounge 7th Floor

	Topic	**Lead***	**Action**
9:00–10:30 am	IADA External Evaluation Plan	UNCG OAERS	Discussion and Recommendations
10:30–10:45 am	Morning Break		
10:45–Noon	Innovative Assessment Year 1 Plan	Test Development	Discussion and Recommendations
12:00–12:30 pm	Lunch (provided)		
12:30–12:45 pm	Travel Reimbursement	Tanja Carroll	Information
12:45–1:45 pm	EOG and EOC Accommodation-Read aloud	Psychometric Team	Discussion and Recommendations
1:45–2:00 pm	Afternoon Break		
2:00–2:30 pm	EOG and EOC ELA Edition 5	Psychometric Team	Discussion and Recommendations
2:30 – 3:00pm	NCEXTEND1 ELA and Science	Dr. Kevin Shropshire	Information and Discussion
3:00–4:00 pm	Other Business, Next Meeting	Dr. Tammy Howard	Information and Wrap Up
4:00 pm	Meeting Adjourned—Next Meeting		

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

Exhibit IV-03 NCTA Meeting September 2019 Notes

FOR: North Carolina Department of Public Instruction
FROM: OAERS
SUBJECT: Technical Advisory Meeting Notes (Fall 2019)
DATE: 26 September 2019

DAY 1 (18 September 2019)

1. **Student Surveys for Teacher Effectiveness**
   - Reasonable to incorporate student voice/perception for teacher effectiveness but will it be the only measure?
     - Based on experience in higher ed context, student surveys do not present super data and but potential for inflation.
     - There are other sources for this type of information
     - Have a technical committee or advisory board and communicate with SAS
   - Attitude surveys are different form achievement test affected greatly by the population

2. **Math Standard Setting**
   - Non-proficient students need support. Is there a structured a system that?
     - Inequitable if the provision of supports is dependent on the teacher.
     - Have a discussion with the schools /districts and document the type of supports
   - The labels are still confusing to some extent. The word proficient is used so many times. Although non-proficient label is negative description is fine, and positive
   - For next standard settings, make sure there is communication between panel groups. Show the impact data of one grade span to the other.

ALD development:
- Consider having a separate group of educators facilitated by the vendor just for ALD development. It is pretty consequential to leave it vendor's hand completely.
- Will give educators more authority as well and level of specificity can be controlled

Evaluation of the standard setting:
- Overall worked well thanks to the expertise of the vendor (i.e., knowing how to talk to educators, how to manage the process).
- Recommendations are for recoverable things, which should be considered for next time. Despite great planning, the process might not turn out as expected due to educators. Educators, facilitators should discuss the solutions.
- Changes along the way are normal as long as they are reasonable and do not impact the validity of the process.
- Debriefing after each day was useful and helped resolving some problems (e.g., an extra round deemed necessary).

- Consider data resources that might be helpful. For example, p-values were not originally in the plan but incorporated later to level the decisions and made the process a lot easier.
    - People are notoriously bad at guessing the p-values. What the empirical data does, anchors down. Continue using them in the future.
- Feedback after rounds is the essential to make the process consistent
- Facilitation was not consistent across the rooms; work on it in the future
- Explore if DPI surveys are similar to the vendor's and compare the responses of the participants (i.e., side by side graphs). DPI questions are pretty standard evaluation questions.

3. Math Achievement Levels

Final Recommended Cuts

- Put together final cuts before and after vertical articulation. Regression can be mimicked such that how cuts look like after adding one piece of information (e.g., normative info). for the technical manual not for public information.
- Grade 8 does not represent the whole population since students were allowed to take the advanced test. For visual representation overlay box on the top of Grade 8 or put a note indicating that top part is Math 1

Student with Disabilities

- Kind of evidence is needed for Level 5 (competitive employment)?
    - 10% and even fewer can access post-secondary education.
    - National post school outcome center has recommendations for this population, specifically explore Indicator 14. Helpful to explore their data (how students are transitioned, community integration etc.), sampled but still representative.
- Is the test length (j=27) appropriate?
    - The expectation is, it would to be hard for them.
    - Time data shows they spent less than a minute per item. DPI speculates whether half of them understands it is an assessment and 50-60% are not proficient.

Reporting practices:

- Brief, clean, short snapshot for parents. Is there any information on resources?
    - Especially for parents whose kids are constantly failing, the report might not be informative enough. "Next steps" (e.g., talk to the teacher, click on this link, here are the resources etc.) should be added. Maybe a unique URL for those failing
- Some TAC members approved omitting sub scores.
    - Although interpreted as diagnostic, problematic for unidimensional tests.
    - Multidimensional diagnostic assessments can be built but will require investing in the instrumentation and assuring the reliability of the sub scores.
    - The advice is keep on <u>not</u> reporting them.
- Some TAC members believe maybe it is not harmful to show students how they did in certain areas.
- SE (which gives the absolute precision) are buried in a link, but consider involving them in the report phrasing it as "if you took the test again, your scores could be …"

4. English Learner Exit Criteria

- Consider how long these ELs should be kept in the support programs, a policy related decision. There are advantages and disadvantages to keep them longer in the program and 4.8 criterion will keep them longer. ELs who achieved 4.8 and above got almost all questions right and scored higher than their native speaker peers in other assessments. This indicates that the smart kids are exiting. The criterion might be interpreted as high.
    - Think about whether it is more beneficial for ELs to continue receiving language services. Are there opportunities that they are missing if they do not exit? If they get the same opportunities while in the program (i.e., despite being pulled from classroom), it is fine to keep them longer.
    - Since ELs continue to be monitored, receive sheltered support and can always be reidentified, it seems there are safeguards to get them back in. Then most harm would be caused by keeping them in the programs while they should have been out. There is also another safeguard, parent can say that their child is benefiting from the program.
    - However, moving them out then pulling them back in is an awkward education experience. The purpose should be exit them and sustain their success.

Conditional requirements:

- Some students will never be able to exit if they have to get a 4 on writing. When a 4th grade student is considered, it is difficult for them to write a paragraph.
- Overidentification might be problematic if students are missing opportunity (opportunity to learn) when they are pulled out of the class.
- Overall score includes reading and writing score (despite being weighted), thus whether conditional requirements are maintained becomes more complicated. Alternative approaches to make that decision:
    - Do a standard setting and recommend exit cuts based on patterns of 4 scores rather than averaging them. (e.g., Reading 4; listening 4; Speaking 4; Writing 3). In other words, decision matrices can be created. The current practice (averaging) suffers from compensatory scoring. Matrices also let educators make diagnostic decisions. They are also a good self-documentation if somebody wants to challenge the decisions. The disadvantage is matrices can get messy especially with the unlikely conditions.
- The test nominates them for the exiting, but it is recommended that exit decision is made after a discussion among a team like IEP, educator/teacher, parent etc.

Varying the criteria across grades:

- The nature of student population is different in grade spans. The language development would not be same across grades either.
- It is a rule mandated by DOE.

Impact the accountability scores:

- In the current model, weight is dependent on the number of ELs. In other words, if there are more ELs in certain schools, the contribution of ELP scores (ACCESS) will be higher.

Alternative methods to decide how to adjust the cuts:

- Keep other cut the same but drop writing cut to 3. There are other tweaks that can be tried out. Identify those tweaks and propose an actual study to consult educators/teachers. Put together list of the ELs who exited under the current model and who would have exited under the candidate models. Go to schools and ask teachers (i.e., both the previous and current teachers) whether it was appropriate to exit the student. Also ask them about the students who would have exited under candidate models, whether those students should have been exited and whether they would be able to succeed without support programs. The sample does not have to be very large.
- NC has two years of data where instrument and scoring are consistent, look at the performance across two years. How are the students categorized with and without the conditions and what is their performance the next year?

Other recommendations:

- Distribution of Level 3 (general population) can be one proxy or Level 4 (which is the federal requirement) for the distribution of this population. If ELs mirror them or show a similar distribution it can be said ELs perform in the same way the other kids do (the target).
- Do a reality check and figure out the criteria, % of students exiting in other states.
    - Exit criteria across states should not vary dramatically and there must be some neighborhood (a number) considering other states have relatively sensible systems. There will be other factors playing a role for other states but having some kind of comparison will also help when this information is presented to State board to show you are in the neighborhood.
- In summary, TAC suggests exit criteria need some kind of adjustment

5. Quantile Linking Preliminary Findings

- For comparability purposes present MetaMetrics and DPI standards/content areas together (i.e., side by side graphs)

Preliminary Findings:

- Students who scored really high on NC test will be pulled back and student who scored really low will be pulled up in order not to give them very difficult or easy material.
- Quantile scores were inflated (ceiling effect) and not quite aligned with NC items in terms of difficulty especially for G3-5. To mitigate inflation means and standard deviations from 2013 study were used.
    - Be more purposeful when picking up the items
- Grade 6-7-8 and NC Math 1 were found much more aligned but G3-5 items more mistargeted. NC is also doing better than other states based on the study.
- Yet, there is different amount of mistargeting each grade level. Use some analytic tool, a rationale, a specific statistic in evaluating mistargeting

Further recommendations:

- Sample items that are more closely in line with respect to difficulty as well content, and rerun analysis to see the differences.

- User norms show a different relationship than NAEP. Because NC was not very different with respect to national average.
    - MetaMetrics offered a follow up study and compare other states to NAEP averages.
- DPI team also suggested MetaMetrics to separate formative and summative in user norms since EOGs are only summative.
- The smallest use norm sample size was asked (In total it was 3.1 million). The suggestion is to refine sampling, sample further to get a nationally representative sample. Only caveat for MetaMetrics is unavailability of the demographic information.
- There is misalignment with respect to the definitions of the levels. Proficiency level on EOG should align with the material kids are going to encounter. MetaMetrics defines Level 2 as ready for instruction. Yet, according to DPI, Level 2 students need support. This misalignment should be addressed. This might have some undesired consequences if for example parents see they are ready for the instruction based on the instructional material provided.
- Based on the quantile results (if used as validity evidence) Level 4 seem to be high but DPI uses other external evidence such as NAEP.
- DPI data showed Level 3 kids in Grade 8 are not actually ready for the grade, but it is the opposite based on MetaMetrics study. It looks a little strong also when it is considered that some of those kids take Nc Math 1. The outcome would be different if Level 4 is used as the criteria.

Summary: Selection of items in a purposeful way. Using analytic reasoning when to use the previous linking results. There should be some type of criteria, documentation, to defend it to the stakeholders. Being careful with the anchor, beyond average difficulty, misfit, come with a stringent criterion for point biserial.

6. Innovative Assessment Demonstrated Authority (IADA)

Standards:

- An agreement pertaining to which 5 standards to test in PAT 1 and 2 across states is needed If not same standards are taught, results will be skewed.
    - Or, include a small number of participants not following the same pace in the pilot to explore this type of outcomes.
    - Process matters more and uncover the issues from the onset.
- Are the standards laid out so to be mapped to the weeks?
    - Consult some research around content progression, complexity (e.g., science)
- Can adopt a sampling model for standards across the years. Not need to assess the same standards every year.

The Design:

- Think about design issues, the connectivity and the data needed. Not knowing the information target is problematic.
    - Have to know where to put the precision by year 2 or 3.
    - Come up research agenda to help with design decision both in terms of what current trajectories for the bank look like as well as it should look like in 5 years.
    - The biggest constraint is not the content, it is bank.

- Consider item families for flexibility and sustainability. Otherwise, need a lot of content. The question is can you control the difficulty in the family?
    - With item families can get both PAT 1,2,3 on to scales that gives you flexibility to play with the design elements.
    - Get the precision where you needed.
- OLT gets exaggerated if some classes are not following a pacing guide. They will do worse on PAT 1 and routed to something that pulls down their scores.
    - Use simulations to get around these problems. What is the worse that could happen if the student is misrouted?
- The proposed design splits the distributions into two halves based on PAT 1 & 2 and limits their influence on the final score
    - Instead, divide the population into four bell shaped curves (the quartiles of PAT1 & 2 distribution combined) and administer Form A (PAT 3) to the low quartiles and Form B to the two high quartiles
- The proposed system does two separate things
    - multi-stage adaptiveness
        - Be careful with routing, if not works, students are penalized by taking easy/difficult test
        - Distribution of the people taking the test should be same as the information in multi-stage adaptive.
        - Make the left thing Gaussian and the system will work fine (slide 39)
        - Adaption is nice but not required. PAT 3 can be adaptive on its own. The real novelty here is through course system and combining information.
    - predictive function
        - Use some sort of priors such as Normal (0,1) as opposed to routing.
        - Every State using Bi-loglog or flexMIRT do the same, if they put 0-1 prior
        - Prediction can also be done with 4 divisions based on the combined PAT 1 & 2 of the population and only one form of PAT 3, which would not be adaptive either.
        - No need to put PAT 1 & 2 on the common scale for prediction
        - TAC thinks PAT 1 & 2 should contribute to final score and have stakes
            - Otherwise, the idea/justification "through course assessment" might be hurt and throws away some of the information (information between top half and bottom half)
            - If just used for routing function, PAT 1 & 2 are still part of the final score. Because if misrouted, it will be less precise score.
            - Given they are just used for routing not scoring, need to ensure PAT 3 covers the full breadth and depth of the content.
- Can go Bayesian and update the weights to get better predictions every year. The system corrects itself in a steady basis.
- For routing: Look at patterns of PAT 1 & 2 scores. There are 4 groups (high-high, high-low, low-high, low-low on PAT 1 & 2). This would suggest a pattern of performance depending on the progression of the standards (difficulty) across the year. Can't this determine their placement?
- Anchor test is needed
    - there is no random assignment

    - Maximizing the separation between groups will require longer test (i.e., breaks down the length goal).
    - With few common items, groups will not be very different from each other.
    - Think about the characteristics of the item pool, how far can you separate the two populations and what is the way of the making the design work?
- Since scores are reported immediately, the relation between PAT 1, 2 and 3 must be known. Means and sd of the distribution must be known can be obtained from last year for instant scoring. Thus, PAT 1,2,3 have to similar enough across years.
    - The post calibration eliminates such problems. Bring in all the data and calibrate with those Gaussian distributions floating and use the common items.
    - Other states have short term scoring models. They do whatever they needed to get the scores out. Then the census data comes in and items are calibrated. Consider such systems.
- Caution against sub scores, they are extremely imprecise and provide limited formative info.
- Consider authentic passages and rewriting them to adjust prior knowledge

Communicating the system to stakeholders:

- Use midterm-final analogy, combining one or more midterm grades with a final with some weight. Or other stories with non-technical language for different stakeholders
    - E.g., students get more precise/appropriate form and get credit for how they did in course. EOG is unfair for block schedules as students are tested on what they learned last semester.
- The system is better than EVAAS which uses last year score assuming that is a legitimate way to calculate the residual and yet it is a full year past. This is within the same year, same teacher and same conditions of instruction and less strenuous.
- Why PAT 1 and 2 necessary? Use the definition. It is this through course assessment and information from PAT 1 and 2 is needed. Refrain from talking about influence they will have. After getting PAT 3, just say students you will have a final designation (final score, achievement level)
- Do not tell public about assigning forms or difficulty, or prediction.
    - Some TAC members think honesty as the best policy. Make PAT 1 and 2 low stakes. It is still through course as material is chunked and PAT 3 is broad review.
- Consider a two-way scoring table where rows represent scores which combines PAT 1 & 2. Columns represent the scores on PAT 3. This also goes well with the analogy above (midterm-final). This makes it easy for public to see the rules and helps routing.

DAY 2 (19 September 2019)

1. IADA External Evaluation Plan

- Do PAT 3 A and B still have two parts? Will they be targeted at different levels?
- They are mildly adaptive tests – middle of the distribution; it shouldn't matter which form students get in terms of information provided. Information near the middle of the scale for the overall forms. Common items between A and B.
    - Instead of thinking of it as form 1 and 2 consider three modules – module 1 is common items and content specifics from NC PAT 1 and 2 content. NC PAT 3 will have unique content in addition to surveying the content of the whole year. The

second two modules are same content at NC PAT 1 and NC PAT 2. Forms A and B will consist of some easy items plus module 1 and difficult items plus module 1, respectively. Separate test specifications for three modules and which can be mixed and matched. It could also take the form of a multistage stage – top down constraints or route-based constraints. Modular level – middle level information will be targeted. But hit content specifications within reason.
    - Another option - two-stage build – build module 1 first. Having separate constraints is essential. At route level defensibility issue emerge. The multistage framework is useful for this test. Also run simulations on how many people can be misclassified from a routing standpoint. A max of 5-8% or 2-3% that should have got the hard or easy form versus what they got.
- Could do a simulation study where you purposefully made routing errors and demonstrate any difference in their estimated theta and precision of scores. One way would be to conduct a simulation and then follow-up with an empirical study. Build a long full version of the test and build shadow forms and route people from NC PAT. Score everybody on the full pool.
    - Some techniques – analytically compute decision accuracy based on item characteristics i.e. discrimination.
- If scoring tables are used for NC PAT 3 A and B but use the same population distribution and ignore the routing, the scores on the shortened form relative to full length will shrink toward the middle; shrink down for hard and shrink up for the easy form. That will be the bias some people complain about.
    - One way to combat this is ignoring it or fixing it by using different population distributions that go with the routing.
    - Another way is to convert the thetas into scale scores which can make shrinkage irrelevant because if you stretch them back out then the shrink towards the middle disappears. Can also do something with the differential shrinkage.
- Two ways of scaling - two-point anchoring or do population reference group anchoring. There is no requirement that you have a Gaussian prior when doing score tables. Theoretically create a bimodal mixture distribution with certain peaks which might compensate for shrinkage. Create a non-unimodal prior and that prior would stay the same. The same logic for reverse at the scaling step – population moment anchoring – synthetic population is a mixture of the groups that took the two and use this as basis for scaling.
- If these things are not considered, bias should be predicted and eliminated somehow. NC PAT 3 will be nearly as long as the current EOG. NC PAT 3 remains as long as NC check-ins plus EOG. Nothing is being shortened.
- Part of the analysis – pool is established given the quality of items.
- In documenting/communication, use “less than” and “equal to” (with respect # of items). The current assumption is that students retain learning throughout the year. How does the learning play out in the retrieval at the end of year and the differential in how people do on the proximity of NC PAT 3? Need to examine if students have learned the content or if they acquired it briefly enough and then forgot; acquisition and fluency or maintenance.
- Routing – median split or trying to route people based on a theoretical cut off based on level 2 or 3. Operationally, median will work well OR some distribution split based on exposure risks. Consider using simulations sequential probability ratio test.

    - Use 4 groups – top scores in both goes to form A and bottom scores in both go to B. Randomly split the high-low and low-high to A and B and then see if it makes a difference to see how they perform on A and B. Look at the performance patterns from the group that scored well on both NC PAT 1 and 2 as well.
- Does DPI do automated assembly? Yes, Heuristic type
- Does the state have a theory of action? Why adaptive? Is for precision or student experience? To reduce the test? What is the driving force with what you're trying to achieve? Hit the cut scores.
    - Better student experience and to provide information to teachers. Keep NC PAT 1 and 2 for teacher information. Provide students at the tails (high and low ends) a better experience. Take items that match their ability. Branch students without saying that we are branching them.
- Emphasize "less than or equal to" in any form of communication that goes out. However, the concern is that people will hear only the first part. Could perhaps say, "Likely to be approximately as long as current EOG but we are trying to make it shorter." It may not, however be shorter.
- Another important part of theory of action is to demonstrate how to achieve equity and fairness. How do you defend the fairness through routing? Fairness means getting more information about students and educating them better. Fixed forms don't give enough information about students at the lower end of the distribution. So it is not fair.
- Module 1 needs to be done separately. Students get same content and so that makes the message clear. It is not a completely different test.
- Some other studies that can originate from this design is an impact study of how routing affects data. Would some schools be unfairly penalized in the routing (random effects model at the district or school level)? Would the routing change something in district or school?
- Not planning to have NC PAT 1 and 2 influence the scoring. Some public school might have in mind that the first two parts influence the score. Trying to move towards the scores have less influence.
    - NC PAT 1 and 2 will likely affect the properties of the scores but not the scores themselves. Scores are not weighted in there.
    - Also need to check the law and perhaps change the wording. Being comfortable with the wording is important. But we just need to keep saying it the right way.
    - If this plan meets the spirit of legislation, then clearly explain how it meets the spirit of legislation.
- Using ambiguous language that misleads the public. It seems acceptable for public to interpret it that way. Lead with "here are the benefits – measures things in smaller formative chunks. Total score based on fewer items. De-emphasize security and stakes. Provide information to educators along the way. Provide accountability score of greater precision." Use language such as, "Incorporate a tailored component based on performance from NC PAT 1 and 2." Then common items NC PAT 1-3 content. "Difficult or easier form is better for student than brand X." Could also say, "Learner appropriate modules" instead of tailored or custom component.
- The test bears the brunt of the accountability system. They want a totally different testing experience. NC check in cannot be the accountability assessment. Teachers do not understand why. State Board does not have the level of understanding. At meetings last

week, DPI team stressed on formative piece of the NC PAT 1 and 2. However, feedback was provided about student stress and how they want to reduce stress. Students are being exposed to difficult items and cannot answer them.

- Does NCPAT 1 and 2 have a strong relationship with NC PAT 3 to be useful? For the adaptive part to work, the routing association needs to be clear.
    - Can possibly use NC check-in data and pilot data to examine how much associations differ from school and district. Examine whether the approach to routing is fair and equitable across settings.
- Use NC PAT 1 and 2 to see if you can give schools more information. Possibly use NC PAT 1 and 2 sub scores to provide more information to teachers. Supplement the subscales for more information for the schools and teachers. On the state level they do not want to release all the information. If release the information to the school, they will most likely use it for accountability purpose on the teachers and increase stress for the teachers. NC PAT1 and 2 should only be used for instruction but not accountability.
    - There is that intent. Open question: Is that the information useful at all levels? In a perfect world, yes. Principals will look at teachers and say that they are not teaching well. The question is how to use the information provided without impacting trust of teachers?
    - Provide goal summaries; information for instruction and not accountability.
- Another important issue is to predict how students perform and confirm that through the test. If we predict that students will perform at a level 5 but their true performance is level 3, then examine why this gap exists.
- Will there be any information on NC PAT 2 that will be taught after it is administered before NC PAT 3? If not, what will happen between PAT 2 and PAT 3 as preparation for PAT 3? Formatively speaking? Curriculum exists for each school.
    - The plan is to still teach everything that they need to cover for the rest of the year. Between PAT 2 and 3, formatively, nothing from the state's perspective.
- Perhaps, use formative assessments within the classroom to support students and partner with curriculum department for changes.
- Educators can adjust instruction based on scores. SAS has used EVAAS to adjust instruction. Take a look a it. Provides some guidance on how to change instruction.
- What are you looking at in terms of sample for the different studies? Simulation studies or pure simulation or from existing testing data.
- What will the roll out look like in terms of forms and how many people will be taking it? New EOG pilot for the NCPAT3.
- Avoid using the term adaptive, difficult, easy to the public. Instead using learner appropriate module to describe NC PAT 3
- Suggestions for name of the assessment: Comprehensive Assessment System (NC CAS), Comprehensive Assessment Network (NC CAN), Comprehensive Learning Assessment System or Super System (NC CLASS)

2. Innovative Assessment Plan

- Teachers are writing items for standards in 4^{th} and 7^{th} grade. The focus is just trying to write items to field test.
    - TAC asks the test design piece. Item modeling may need to be done and not just items written to standards. Consider thinking about the current assessment design

bearing in mind the needs for the next 5 years. That means a large inventory of items. Item modeling that can be implemented sooner rather than later will cater to the need for having a large inventory in the long run.
    - Exercise caution because item counts are not even half of what is important. There needs to be an ongoing steady state of information – an actual function that connects research and development. E.g., Can you re-write paragraphs for reading, etc.
- All of this is still very last generation MCQ. No matter how the routing goes. Will not get the breadth of information of student's knowledge and learning. MCQ is good but there is a lot to be said for item types that can elicit learning. Budget constraints are present but unless other item formats – constructed response or computer-based formats are used, will suffer from construct misspecification/underrepresentation. Affects the validity of score interpretation. Can MCQ provide information that students can demonstrate the standards?
- Exercise caution not necessarily about what item type but start from what is that construct. Define action verbs, standards, how can this response capture or elicit that type of information. Moving along the scale, what are the things that needs to be said and what are the design mechanisms to capture information? Just look for richer information to gather from candidates. Distractor patterns can be used to detect misconceptions and create auxiliary data matrices.
- Need to start targeting different parts of the scales – have items that focus on the lower or higher end of the scale. NC DPI may not have the bandwidth to do this. The need is to field test items. Struggling to write items for the tail ends.
    - Item writers are not creative because they are tasked with producing items to very tight specifications. AIG is headed in that direction. Make sure that complexity of items gets operationalized at the very least, exemplars or even checks that can be done by DPI against empirical difficulty to turn them into design specifications.
- Operations team – administer the assessment and It as this will be an online assessment. An online system exists but it needs to function differently than it already does. E.g., Send NC PAT to specific schools in a short time. The right form will need to pop up for kids.
- Reporting team – decisions need to be made based on scores. Build reports like Check-ins.
- Professional development – training cascades to teachers. How to use the data and make sure data is used. Curriculum and instruction needs to change based on data. Communication team should be part of this team so that communication is consistent.
    - Smarter Balanced developed a digital library for teachers to look through resources to modify their teaching practices. Teachers should be able to access resources for next steps after obtaining test results.
- Partnering with C&I is important as they meet with classroom teachers. Top down training for the administration portion. But partner with C&I to go out to regional meetings and provide to them and have them in turn support teachers.
- The plan for fall 2019 is to determine pilot sample – 38 districts are interested in participating. Need to pull out a representative sample at the backend, starting with 4th grade math and 7th grade ELA. Also need to find out if all the schools from the district will participate or just some schools. Participate in reading and math or just one of the two? Will the entire district participate? Build strong language in the communication that goes out that you can't take NC check-ins.

- There needs to be some sort of memorandum of agreement so that if district says they want to participate then they should know what it means to be in. List the expectations. Formalize the agreement so that district feels commitment to it.
- In response to Common Core and Next Generation Science Standards, all of these are not assessment standards because it is not assessable. They include statements that cannot be assessed. Perhaps, crafting assessment standards that show the progressions that reflect the spirit of other standards. Use language that is consistent with what you can assess.
- Are NC PAT 1 and 2 formative – ten standards but each assessing five? Can NC PAT 1 be aspirational in terms of what will be on PAT 2? Provide more information. Matrix sampling in a school or district. In the classroom that covers all standards.
- NC PAT 1 and 2 – feedback individualized according to students to teachers or your class as a group are weaker on this than that. Matrix sampling within a classroom could do a good job on that if teachers are willing to individualize their teaching practice. They have to assign different homework to different kids.
- regardless of order, for NC PAT 1 2 and 3, , how many items are needed at what level. Launch the kind of designed item writing before these meetings and then meetings will help distribute the items later.
- Blueprints, new achievement levels need to be created this fall along with a linking plan..
- Winter 2019 - define reporting needs for NC PAT 1, 2 and 3.
- Summer of 2020 - develop NC PAT 1 and 2.

Answers to discussion questions:

- NC PAT 1 report would look detailed and PAT 2 and 3 can be the same but include another block on the side with "the needle" from previous reports. Create a two-paned score report.
- If NC PAT 1& 2 do not contribute NC PAT 3 score, will all the criteria be still covered?
- NC PAT 3 won't be as long as NC PAT 1 and 2. It will not be commensurate with NC PAT 1 and 2. NC PAT 3 is becoming increasingly different from PAT 1 and 2. When the names get worked out, need qualitatively different names than NC PAT 3. Name it so it is a system. it is the accountability replacement and PAT1 & 2 are the check-ins replacement.
- For NC PAT 1 and 2, there will be 25 – 5 standards with 5 items each. Same level of information needs to be provided on PAT 3 as PAT 1 and 2. Will the reporting system be such that it provides teachers information about where kids at 4th grade are at different standards? May need a reporting system that pulls in rosters so that teachers get a new roster and run the students reports to get information about students.
- Some students are required to have a paper copy. Should these be included? Can include in research but do not aggregate it. They may need to be included in the calibration part. The samples are too small so just include them in the mix with the other students. Include them as they weren't different but count on data analyst to watch out for outliers in data. If the outliers happen to be kids who received paper-based forms, add it in a foot note and set them aside for some particular analysis.
- What level of residual based QC do you have? Look at outliers, move things that seem off. We normally see extremes with read aloud kids.
- Have 4 years to roll out assessment. The second year will include 5th grade math and 8th ELA. Two more years out we need to have everything. Add 3rd or 4th grade reading?

- Consider not rushing the roll out with the assessment piece but focus on the professional development piece and get that right. Support professional development model that supports other grades that come in.

3. EOG & EOC Accommodations: Read Aloud

- The read aloud does not make a difference in student performance. Students don't do well on the test even though they get the accommodation.
- Train IEP teams on when you provide the accommodation. There are states who have 5-10% of kids with disabilities who are proficient. Consider examining performance with and without the accommodation.
- In terms of test administration, one "flavor" would be a read aloud form. Currently, concentrated on one form. Random group design is used in the analysis and the read aloud data are excluded from calibration.
- Look at whether all identified students need the accommodation or if the teachers are looking at lower performing kids and giving them the accommodation. Who is providing the accommodation? What trainings are being provided for the accommodation?
- Investigate who is receiving read aloud accommodation? Look by category of their disability. Look at trends – are they increasing through the years? How does the read aloud work? Computer based test has voice recordings of a person who physically reads the items. If it is a paper copy of the form, then teachers read it. Consider reviewing research on the text to speech. Look at statistics on how many items were read aloud and how many times they are played.
- The other issue is getting push back about reading aloud for reading test because that is the construct being measured. Some kids have such severe decoding issues, it might be reasonable to provide read aloud to them. Rigorous identification of this specific disability needs to be done.
- Review National Center of Educational Outcomes report by University of Minnesota.
- The initial numbers of students with accommodations is low. It starts off low and then the numbers get higher over the years. For example, initially only 600 students needed medical exceptions to start off and now it is a higher number.

4. NCEXTENDED 1 ELA & Science

- Science test – 3 forms for grade 5 and 8 and biology.
- How reliable are the forms and how much time is being spent on each item?
- 20 items per form which have a lot of images.
- As capacity gets better, put tags on items. When did a student start the item, finish the item, when did they come back to the item? On average it isn't taking very long for students to read the question.
- This is only the field test for science. Based on the time and reliability information, they would go with 25 items with 4 field test items which would go on the test. This is for grade 5 and 8.
- The idea is to switch out two or three items from the forms and just have two forms. Do some version of constrained estimation. Document the rationale for the reduction.
- Consider using COH-metrics – text analytic tool for the ELA.

Exhibit IV-04 Testing Growth Advisory

Public Schools of North Carolina

Testing and Growth Advisory Meeting

North Carolina Department of Public Instruction

October 24, 2019

What is an innovative assessment?

How is an innovative assessment developed?

What is needed to develop an innovative assessment?

Who develops an innovative assessment?

Most importantly, why?

Agenda

- Introductions
- Review Agenda
- Innovative Assessment Pilot Overview
- Discussion Questions
- Growth
  - Effect Size

Innovative Assessment Demonstration Authority

Innovative Assessment Demonstration Authority (IADA)

- Intended to encourage the development of innovative assessments that meet federal requirements
- May be approved for up to seven states
  - New Hampshire, Louisiana and Georgia have been approved
  - Each state has a different approach to developing an innovative assessment

Innovative Assessment Demonstration Authority (IADA)

- Does not include any funding; the State assumes the cost
- Initial planning year and additional four years for development
- Assessment design must meet federal law and peer review requirements
- Must allow for inclusion of all students in the accountability model

Proposed Design

- Informed by feedback from the Summative Assessment Task Force who recommended a through-grade model (July 2015), and
- By feedback from the development and implementation of NC Check-Ins (initial year 2015–16)

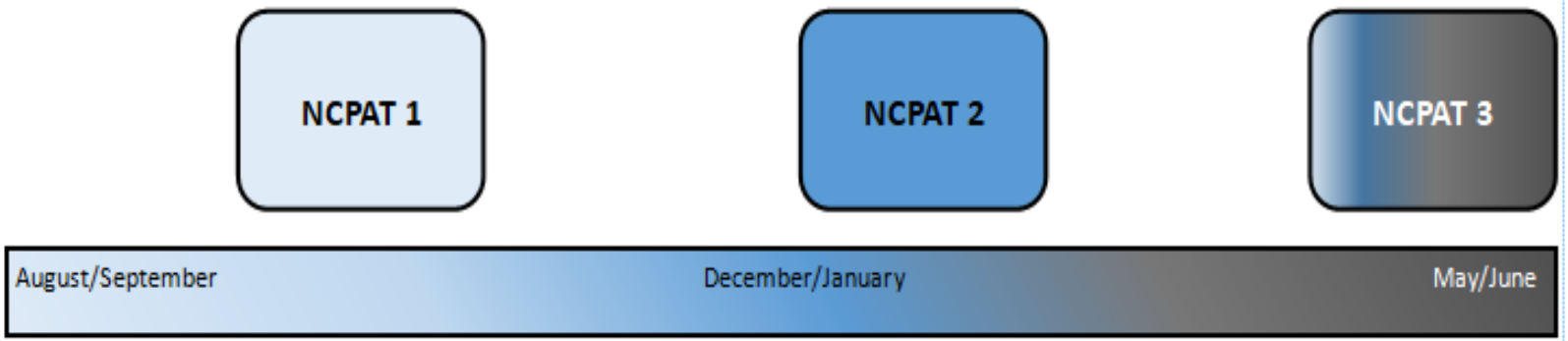
Proposed Design

- Mathematics: Selected standards to be assessed at specified points throughout the year
- Reading: Content standards spiraled so all are assessed each time
- Timely feedback to give opportunity for additional instruction
- Administered online

North Carolina Innovative Assessment Proposal

- The proposed design will comprise of 3 assessment opportunities throughout the year:
  - NCPAT 1- 1/3 of the way through the school year
  - NCPAT 2 – 2/3 of the way through the school year
  - NCPAT 3 - (Last 10 days of School Year)
  - NCPAT 1 and NCPAT 2 will be designed as interim assessments to primarily serve formative purposes
  - NCPAT 3 will be an adaptive summative assessment that will rely on information from NCPAT 1 and NCPAT 2 to ensure students are given an optimal opportunity to demonstrate their ability

North Carolina's Innovative Assessment Proposal



NCPAT 1 and NCPAT 2

- Interim Assessment
- Formative data to drive instruction

NCPAT 3

- Adaptive Assessment
- Summative data for accountability

Public Schools of North Carolina

Status

- Gathering input from experts and stakeholders
- Test specification meetings
  - Reading
  - Mathematics

NCPAT 1 and NCPAT 2

- Designed with a 2-hour administration time for all students
- Detailed report on student performance by grade-level, specific content standards and by item
- Review window allows teachers and students to access test items to address misconceptions after testing

NCPAT 3

- NCPAT 3 is adaptive and spans all achievement levels so every student is given an opportunity to demonstrate what the student can do
- Reporting will occur after instruction has ended.
- Ongoing discussions on what type of reporting would be useful in planning instruction for the next year and the types of resources that would benefit teachers.
- Actual test items will not be available for review.

NCPAT 3

- Same timing and directions as the EOG
- Administered in the same room as the EOG
- Same accountability as the EOG
- Students missing data from NCPAT 1 and/or NCPAT 2 assessments will take the EOG

Why are We Doing This?

- Purpose
  - Provide actionable data for teachers during the school year
  - Develop a comprehensive assessment system that offers a better student experience

Important to Remember

- As with any pilot/research it may be necessary to adjust along the way
  - Need on-going input, particularly after the initial administrations in Year 2
- Participating students do not have an advantage or a disadvantage
  - The academic achievement level for EOG and NCPAT 3 are on the same scale

Discussions

- Item types
- Standard coverage and timing (mathematics)
- Grade-Level roll out design
- Professional development resources
- Reporting needs and tools
- Name of the test

Item Types

- Opportunity for open-ended item types
  - English II has technology enhanced items and constructed response items
    - Technology enhanced items such as string replace, multiple select, and drag and drop allow students to demonstrate knowledge
    - Constructed response items allow students to show what they know
  - Turn-around time for scoring

Standard Coverage and Timing

- How many standards should be assessed on NCPAT 1 and NCPAT 2 and when?
- Expect that specified content has been covered before the assessment

Grade-level Roll-out

- Initial plan
- Cohort approach
  - Single subject or dual subject in 2021–22?
- Maintain Grade 4 Mathematics and Grade 7 Reading
  - Maintain grades and move to dual subject in 2021–22?

Professional Development Resources

- What data/assessment literacy training do your districts already have in place?
- What additional training is needed?
  - What delivery method?

Reporting

- After looking at the NC Check-In reports
  - What additional reports would be helpful?
- What data is important to share with parents?
- What additional tools would be helpful?

NC Check-Ins Reports: Class Roster

Public Schools of North Carolina NC Check-In 1 — 2019-2020
NC Math 1 Class Roster

LEASchCode = 999301 HdrSchoolName = WEST
InstrName = EAST TestForm = C1M1
ClassPeriod = 39
TestDates = Regular End-of-Year Testing May/June 2020

	Student Name	26 Points Possible: Number Correct	Percent Correct [1]	Number Items Attempted
1	DORATHEIA ABSENT	Absent		0
2	LYNNETTA G DID-NOT-TEST	0	0.0 %	0
3	MATTHEW DAVI FIFTY PERCENT	13	50.0 %	26
4	RAYMOND FORTY PERCENT	10	38.5 %	26
5	RYAN CORNE MATHINVALIDACCOM	Invalid Score #		26
6	EBONY CATHER NINETY-PERCENT	23	88.5 %	26
7	KATRINA M PATEL	26	100.0 %	26
8	SERENA ANN SEVENTY-FIVE	20	76.9 %	26
9	LAUREN S SIXTY PERCENT	17	65.4 %	26
10	GARRY THIRTY-THREE	8	30.8 %	26
11	JERI TWENTY-FIVE P	6	23.1 %	26
	Class Mean	13.7	52.6 %	

[1] Percent Correct = 100.0 multiplied by (# Items correct / # Items in the NC Check-In)
Calculator was used on the "calculator inactive" NC Check-In which invalidates the score.

NC Check-Ins Reports: Class Subscore Roster

Public Schools of North Carolina NC Check-In 1 — 2019-2020
NC Math 1 Class Subscore Roster

LEASchCode = 999301
InstrName = EAST
ClassPeriod = 39
TestDates = Regular End-of-Year Testing May/June 2020

HdrSchoolName = WEST
TestForm = C1M1

	Student Name	Number Correct [1]	Percent Correct [2]	Item Type [3] Calc Inact [7]	Calc Active [19]	GR + [8]	Subscores [5] Alg [5]	Func [13]	Geom [4]	Stat Prob [4]
1	DORATHEIA ABSENT	Absent								
2	LYNNETTA G DID-NOT-TEST	0	0.0 %	0	0	0	0	0	0	0
3	MATTHEW DAVI FIFTY PERCENT	13	50.0 %	4	9	4	4	6	1	2
4	RAYMOND FORTY PERCENT	10	38.5 %	3	7	1	1	4	2	3
5	RYAN CORNE MATHINVALIDACCOM	Invalid Score #								
6	EBONY CATHER NINETY-PERCENT	23	88.5 %	7	16	8	4	12	3	4
7	KATRINA M PATEL	26	100.0 %	7	19	8	5	13	4	4
8	SERENA ANN SEVENTY-FIVE	20	76.9 %	6	14	6	4	10	2	4
9	LAUREN S SIXTY PERCENT	17	65.4 %	5	12	4	2	10	2	3
10	GARRY THIRTY-THREE	8	30.8 %	2	6	2	0	6	0	2
11	JERI TWENTY-FIVE P	6	23.1 %	1	5	2	1	3	2	0
	Class Mean	13.7	52.6 %	3.9	9.8	3.9	2.3	7.1	1.8	2.4

[1] There are 26 points possible on the NC Check-In.
[2] Percent Correct shows the percentage of the total number of points that the student earned on the NC Check-In or subscore.
[3] Item Type Descriptions [the number of score points is listed in brackets]
Calc Inact — Calculator Inactive Items
Calc Active — Calculator Active Items
\+ GR — Four Gridded Response Items are included in the Calculator Inactive total number of items and four are included in the Calculator Active total number of items.
[5] Subscore Descriptions [the number of score points is listed in brackets]
Alg — Algebra
Func — Functions
Geom — Geometry
Stat Prob — Statistics and Probability
Calculator was used on the "calculator inactive" portion of the NC Check-In which invalidates the score.

Additional information about the NC Check-Ins is at
http://www.ncpublicschools.org/accountability/nccheckins

Public Schools of North Carolina

NC Check-Ins Reports: Score Frequency Summary

Public Schools of North Carolina NC Check-In 1 — 2019-2020
NC Math 1 Score Frequency Summary Report

LEASchCode = 999301 HdrSchoolName = WEST
InstrName = EAST TestForm = C1M1
ClassPeriod = 39
TestDates = Regular End-of-Year Testing May/June 2020

Summary Statistics

Number of Students with Valid Scores	9	High Score	26
		Low Score	0
Raw Score Mean	13.67	Local Percentiles	Raw Scores
		90	26.0
		75	20.0
Standard Deviation	8.53	50 (Median)	13.0
		25	8.0
		10	0.0
Mode	26, 23, 20, 17, 13, 10, 8, 6, 0		

Frequency Distribution

Raw Score	Frequency	Cumulative Frequency	Percent	Cumulative Percentile
26	1	9	11.11	100.00
23	1	8	11.11	88.89
20	1	7	11.11	77.78
17	1	6	11.11	66.67
13	1	5	11.11	55.56
10	1	4	11.11	44.44
8	1	3	11.11	33.33
6	1	2	11.11	22.22
0	1	1	11.11	11.11
Missing	2			

Report for internal use only. In compliance with the Family Education Rights and Privacy Act (FERPA) guidelines and North Carolina Department of Public Instruction (NCDPI) policy, results with less than 10 students must not be released to the public.

NC Check-Ins Reports: Class Item Report

Draft
9/13/2019
11:55:18 AM

NC Check-In 1
Class Item Report 2019–20

Teacher: **EAST**

NC Math 1
999301 TEST MIDDLE

Class Mean 13.7	Class Percent Correct 52.6	School Mean 13.7	School Percent Correct 52.6

	Algebra					Functions												Geometry				Statistics and Probability			
Item Number	8	13	17	19	25	3	4	6	9	11	2	5	7	14	10	12	15	24	16	20	23	26	1	18	21	22
Content Standard	A-RE3	A-RE3	A-RE3	A-RE3	A-RE3	F-IF.2	F-IF.2	F-IF.2	F-IF.2	F-IF.2	F-IF.4	F-IF.4	F-IF.4	F-IF.4	F-IF.6	F-IF.6	F-IF.6	F-IF.6	G-GPE.5	G-GPE.5	G-GPE.5	G-GPE.5	S-ID.7	S-ID.7	S-ID.7	S-ID.7
Depth of Knowledge [1]	1	1	1	1	1	2	1	1	1	2	1	2	2	1	3	2	2	2	2	2	2	2	2	2	2	2
Class Percent Correct	33.3	66.7	44.4	44.4	44.4	77.8	44.4	44.4	55.6	66.7	55.6	55.6	44.4	44.4	44.4	66.7	66.7	44.4	33.3	55.6	66.7	22.2	66.7	44.4	77.8	55.6
School Percent Correct	33.3	66.7	44.4	44.4	44.4	77.8	44.4	44.4	55.6	66.7	55.6	55.6	44.4	44.4	44.4	66.7	66.7	44.4	33.3	55.6	66.7	22.2	66.7	44.4	77.8	55.6
Calculator Active	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes
Correct Answer	-7.5	C	B	B	A	D	40	1	76	7	C	5	2	D	75	A	B	C	A	D	B	D	A	A	B	C
DORATHEIA ABSENT 4021747797	Absent																									
LYNNETTA G DID-NOT-TEST 1784273754																										
MATTHEW DAVI FIFTY PERCENT 5835512792	.7.5	C	B	B	A	D	50	2	76	7	B	5	2	C	85	D	B	B	D	C	B	C	A	D	B	B
RAYMOND FORTY PERCENT 3424895179	.7.5	C	A	A	D	D	50	2	86	7	C	6	3	C	76	A	A	B	D	D	B	C	A	D	B	C
RYAN CORNE MATHINVALIDACCOM 1383920	Invalid accommodation used for the math Check-In																									
EBONY CATHER NINETY-PERCENT 951789688	-7.5	C	B	B	D	D	40	1	76	7	C	5	2	D	75	A	B	B	A	D	B	C	A	A	B	C
KATRINA M PATEL 5681381211	- 7.5	C	B	B	A	D	80/2.0	10/10	76	7	C	25/5	2	D	7 5	A	B	C	A	D	B	D	A	A	B	C
SERENA ANN SEVENTY-FIVE 1683896706	.7.5	C	B	B	A	D	50	1	76	7	C	5	2	D	75	D	B	B	D	C	B	D	A	A	B	C
LAUREN S SIXTY PERCENT 4793753805	.7.5	C	A	A	A	D	40	2	86	7	C	5	3	D	75	A	B	C	D	D	B	C	A	D	B	C
GARRY THIRTY-THREE 8858837360	.7.5	B	A	A	D	D	50	1	76	8	B	6	3	C	85	A	B	C	D	C	A	C	D	A	B	B
JERI TWENTY-FIVE P 4581316490	-7.5	B	A	A	D	C	40	2	86	8	B	6	3	C	85	A	A	C	A	D	A	C	D	D	A	B

Public Schools of North Carolina

NC Check-Ins Reports: Individual Student Report

NC Check-In 1
Individual Student Report 2019–20

LAUREN S SIXTY PERCENT 4793753805

NC Math 1
999301 TEST MIDDLE

The NC Check-Ins consist of two interim assessments administered throughout the school year. Each NC Check-In is designed to provide teachers and parents with immediate feedback for guiding subsequent instruction. This *Individual Student Report* provides information on how your student performed on the most recently administered NC Check-In. Scores are not included in state accountability results for the school year.

		Student Results		School Results	
(1)	(2)	(3)	(4)	(5)	(6)
Areas Assessed	**Total Number of Questions**	**Number Correct**	**Percent Correct**	**Average Number Correct**	**Average Percent Correct**
Total NC Math 1 Score	26	17	65.4 %	13.7	52.6 %
Calculator Inactive	7	5	71.4 %	3.9	55.6 %
Calculator Active	19	12	63.2 %	9.8	51.5 %
Algebra	5	2	40.0 %	2.3	46.7 %
Functions	13	10	76.9 %	7.1	54.7 %
Geometry	4	2	50.0 %	1.8	44.4 %
Statistics and Probability	4	2	50.0 %	1.8	44.4 %

Column (1) lists the two parts of the NC Check-In: Calculator Inactive and Calculator Active. Also listed are the content areas measured in both the Calculator Inactive and Active sections.

Column (2) lists the total number of questions on the NC Check-In as well as the total number of questions assessed in the Calculator Inactive, Calculator Active, and the content areas measured on this Check-In.

Column (3) shows the total number of questions that the student answered correctly. Each question on this Check-In counts one point.

Column (4) shows the percentage of questions that the student answered correctly.

Column (5) shows the average number of questions that all students at the school answered correctly.

Column (6) shows the average percentage of questions that all students at the school answered correctly.

Name of the Test and Windows

- Name of test:
  - NCPAT (NC Personalized Assessment Tool)
  - Innovative Assessment
  - Other suggestions
- Windows for NCPAT 1 and 2?
  - Week 12 and week 24?
  - Other?

Additional Feedback and Next Steps

- Provide any additional feedback
- Upcoming meetings:
  - IADA pilot school overview November 12
  - Mathematics test specifications December 9
  - Reading test specifications December 10

Exhibit IV-05 Testing Growth Advisory Summary

Testing Growth Advisory

Fall 2019 Meeting

October 24, 2019

Background:

1. The Testing Growth Advisory committee was established following the 2014 Summative Assessment Task Force. The advisory is a group of superintendents and district-level testing and accountability directors who meet twice a year to provide input to the NCDPI on testing, accountability, and growth analyses. Following the approval of NCDPI's IADA application, the Testing Growth Advisory functions as the pilot steering committee.

Purpose:

1. Following application approval, the NCDPI shared the IADA pilot application addendum design with the Testing Growth Advisory at the Fall 2019 meeting. As the Advisory functions as a steering committee, the NCDPI opened the session with an overview of federal and state assessment requirements and followed by actively seeking feedback on the proposed design and development from advisory members.

Stakeholder Concerns and Requests:

1. Consideration for additional item types multiple choice to reflect classroom experience (technology enhanced, constructed response, and authentic tasks)
2. Recurring conversation on interim mathematics standards sequencing and local pacing decisions and increasing text complexity or maintaining end of year text complexity for each reading interim
3. Request to include proficiency estimates on the interims
4. Test window/administration flexibility for each interim rather than fixed windows for all
5. If possible, implement pilot in both subjects at once in a grade level and follow with a cohort model

Takeaways and Follow-ups:

1. Continue to frame adaptive nature of summative assessment (common misconception that adaptive is limited to item-level adaptive assessment)
2. Consider moving away from describing as a "less stressful" student testing experience; may be interpreted as less rigorous
3. If proficiency estimates are included as an additional purpose, must consider implications for secure administration and not providing items for teacher and student review post-test
4. Take the cohort model and grade-level rollout guide to the November 12th planning meeting

Exhibit IV-06 Evaluation of Routing Rules for NCPAT System

FOR: North Carolina Department of Public Instruction
FROM: Office of Assessment, Evaluation and Research Services
SUBJECT: Evaluation of Routing Rules for NCPAT System: Math 4
DATE: 24 February 2020

This memo summarizes the results of the studies that 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. OAERS adopted several routing rules and compared these rules with respect to their impact on student classifications. These rules included a range of percentiles (i.e., 20^{th}, 25^{th}, 30^{th}, 35^{th}, 40^{th}, 45^{th}, 50^{th}, 55^{th}, 60^{th}), middle score, and achievement level 3 (AL 3) that were used as cut points to determine the appropriate targeted form. All routing rules performed similarly, and therefore, results for median routing (i.e., 50^{th} percentile) and AL 3 routing will be presented in this memo. With median routing, an equal number of students will be exposed to each targeted form. On the other hand, AL 3 routing will present conceptual convenience as AL 3 represents the criteria for grade-level proficiency.

As DPI considers providing flexibility to schools for the number of benchmark tests they can administer, OAERS also explored the influence of using a different number of tests for routing. As anticipated, incorporating more information for routing (i.e., all available test results) improved the predictive power. Using different subsets of all the benchmark tests for routing might affect the results as well. Nevertheless, we found that students were routed to the same targeted form most of the time, regardless of the number of forms used for routing.

In the next section, more detailed descriptions of the specific procedures and results of the studies are presented. The results in this memo are based on the analyses of the End of Grade (EOG) math assessment for grade 4. The results regarding the EOG ELA assessments for grade 7 will be shared separately.

Data

As NCPAT tests are not currently available, OAERS approximated the NCPAT system using available test results. Specifically, the EOG math test and three NC Check-in math tests – the current benchmark tests - were used for the analysis to substitute the tests in the NCPAT system. Only one EOG form (i.e., A/M) was included in the analysis. It is assumed that all forms are parallel, and thus, other EOG forms are expected yield similar results. The analyses were implemented on complete match cases. In other words, students who took all three Check-in and EOG tests were retained in the analysis (N = 13,286).

Procedures

Figure 1 below summarizes the procedures for the approximation of the proposed NCPAT model. Prior to routing, an overall NC Check-in score was estimated to be used in the routing function. The overall score was simply the sum of three NC Check-in raw scores. As an alternative to the use of the raw scores in the routing function, an overall θ was estimated based on all three NC Check-in tests. However, using raw and θ scores resulted in the same classification results. Given this finding, this memo focuses on only the raw scores.

In order to create targeted forms similar to the NCPAT system, the EOG form was manipulated in the following way. Two targeted forms were obtained by eliminating 5 of the easiest and 5 of the most difficult items, respectively, from the EOG test. This method of omitting items allowed OAERS to replicate the shortened test length in the NCPAT system. After omission, each targeted form included 39 items. For convenience, the form without the 5 easiest items will be referred to as the "hard form" and the form without the 5 most difficult items will be referred to as the "easy form."

Routing

Several routing rules were applied, including a range of percentile cuts (i.e., 20^{th}, 25^{th}, 30^{th}, 35^{th}, 40^{th}, 45^{th}, 50^{th}, 55^{th}, 60^{th}) and AL 3 cut to students' NC Check-in sum score to determine the targeted form for each student. For the AL 3 routing rule, the percentile corresponding to the AL 3 cut – the 38^{th} percentile – was established. Next, the NC Check-in sum score corresponding to the given percentile was obtained and used as the cut point to divide the students into two groups. Students who scored lower than the sum score for the corresponding percentile (i.e., cut score) were routed to the easy form, while students who scored above the cut score were routed to the hard form. A small number of students who were right at the cut score were routed to the hard form. It is recommended that the DPI establishes a policy decision about this small group (i.e., route them to easy vs. hard form).

After determining the targeted forms students would be administered, the proficiency levels that they would achieve on the forms were calculated. By using the item parameters on the EOG test for the target forms items, we scored each student on Scoring mode to obtain students' θs . Then θ cuts[1] were applied to estimate their proficiency levels. The projected proficiency

[1] The approximated θ cuts are as follows: Level 1 < -.98 < Level 2 < -.26 < Level 3 < -.11 < Level 4 < .83 < Level 5. Apparently, the range of Level 3 cut is narrow and should be taken into consideration when interpreting the results

levels were compared to the level they achieved on the full EOG form, which was considered to be their true level.

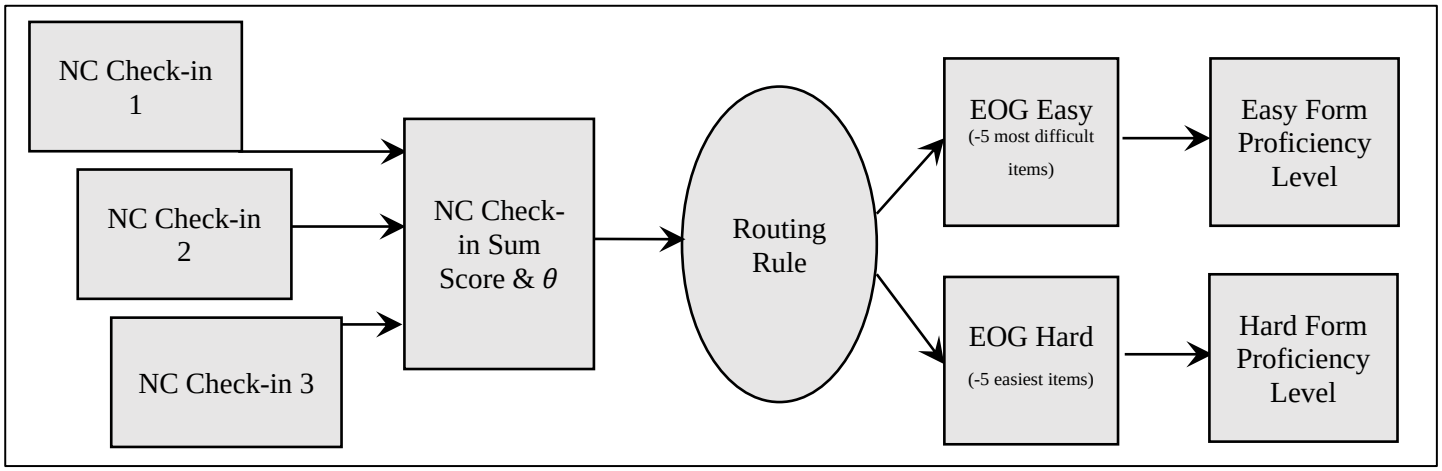


Figure 1. Approximation of the proposed NCPAT system

Results

1. Reliability of NC Check-In Forms

Prior to investigating the impact of the different routing rules, OAERS first evaluated reliabilities of the three NC Check-in forms to determine whether they have good psychometric properties. For this purpose, Cronbach's alpha was computed for each form. As shown in Table 1, the reliabilities for all three NC Check-ins were higher than .8. In addition, the classical item statistics were computed to evaluate the quality of the items. The summary results are provided in Table 1 (complete statistics provided in the Appendix A). The biserial correlations ranged from .148 to .802, and the average p-values were about .5 for all three forms.

Table 1. Reliability and Summary of classical item statistics on NC Check-in Forms

	NC Check-in 1		NC Check-in 2		NC Check-in 3	
Raw alpha	.817		.858		.858	
Standardized alpha	.812		.857		.881	
CTT statistics	p-val	bis	p-val	bis	p-val	bis
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

2. Predictive Utility of NC Check-In Forms

To be used for routing, the NC Check-in forms should also have acceptable predictive utility. For this purpose, OAERS conducted a multiple regression analysis. NC Check-in forms were treated as the predictors of the EOG score. We also investigated the predicted utility for different combinations of forms because DPI considers providing flexibility to schools for the number of benchmark tests they can administer. As expected, using all three NC Check-in forms accounted for more variance, explaining 77% of the variance in EOG scores. Using NC Check-ins 1 and 2 accounted for 72% of the variance in EOG scores. Finally, combining either NC Check-ins 1 and 3 or 2 and 3 accounted for approximately 74% of the variance. Overall, the different multiple regression models for different combinations of NC Check-in forms had explained over 70% of the variance in the EOG score and could be used for routing.

Table 2. Predictive utility of NC Check-in forms

	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

3. Impact of Different Routing Rules on Classifications

Tables 3 and 4 present results for the AL 3 (38^{th} percentile) and 50^{th} percentile (median) routing rules, respectively. Overall, the results indicated that the number of students classified as proficient or non-proficient based on the full EOG form and their corresponding classification based on the shorter targeted forms were very similar. Non-proficient represents students who were assigned to proficiency levels below 3, while proficient represents students who were assigned to proficiency level 3 or higher.

Specifically, Table 3 suggests that when the AL 3 routing rule was applied, 5,058 (99%) students were classified as non-proficient on both the full EOG (i.e., their "true" proficiency level) and targeted forms, whereas 50 (1%) students were classified as non-proficient on the full EOG form but proficient on the targeted forms. Similarly, it was found that 7,963 (97%) students were classified as proficient on both the full EOG and targeted forms. The number of students classified as proficient on the full EOG form that were classified as non-proficient on the targeted forms was 215 (3%). This proportion was slightly higher than the misclassification rate for non-proficient students, but the misclassification rates for both cases seemed trivial. Overall, the majority of the students were correctly classified as proficient or non-proficient using the shorter targeted forms.

Table 4 shows that 5,043 (99%) students were classified as non-proficient on both the full EOG and shorter targeted forms when the 50th percentile (median) routing rule was applied. Under this rule, 65 (1%) students classified as non-proficient on the full EOG form entered the proficient category on the shorter form. This misclassification rate was comparable to the proportion observed with the AL 3 routing rule. Similarly, 7,959 (97%) were correctly classified as proficient on both forms, with 219 (3%) students misclassified. To recap, using the median rule, the majority of students were correctly classified using the targeted forms.

The two routing rules are statistically very similar in their performance, with small fluctuations in students' proficiency classifications. Both rules do a good job of correctly classifying a very high percentage of students. However, the median routing rule exposes an equal number of students to the two shorter targeted forms. On the other hand, AL 3 routing provides conceptual convenience as it represents the grade level proficiency.

Table 3. Classification of students' true proficiency level against their projected proficiency level at the 38th percentile or achievement level (AL) 3.

		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%)

Table 4. Classification of students' true proficiency level against their projected proficiency level at the 50th percentile or median.

		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%)

4. Correct Classification Rates

OAERS also investigated the correct classification rate achieved by each routing rule. The correct classification rate refers to the percentage of people who were correctly classified as proficient or non-proficient based on each routing method applied, against their true proficiency level. Results from Table 5 shows that there was little change to the correct classification rate, regardless of the type of routing rule applied.

Table 5. Correct classification rates associated with each routing rule

Percentile	20th	25th	30th	35th	AL3(38th)	40th	45th	50th	55th	60th
CCR	0.9801	0.9807	0.9805	0.9800	0.9801	0.9797	0.9788	0.9786	0.9786	0.9779

5. Agreement Rate for Using Different Number of Check-in Forms

We explored whether students will be routed to the same or different targeted forms when different combinations of NC Check-in forms were used. Table 6 demonstrates the agreement rates on the targeted forms students will be routed between various combinations of NC Check-in forms. For example, the comparison between NC Check-ins 1 and 2 combination and NC Check-ins 1 and 3 combination showed that these two combinations did not agree with each other for 11 % of the students. In other words, 11% of the students will be routed to different targeted forms depending on which combination of NC Check-ins are used for routing.

Table 6. Agreements rates on 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

Although using different combinations of NC Check-in forms leaded to a small degree of variation with respect to the targeted form the students were assigned to, the final proficiency classifications remained unaffected. We studied whether the final classifications would change as a result of using different NC Check-in combinations. Table 7 shows the agreement rate on the proficiency classifications when different combinations were used. For instance, when NC Check-ins 1 and 2 or NC Check-ins 1 and 3 were used, almost all students achieved the same

proficiency level, although 11% were routed to different forms. Overall, more than 99% of students were assigned to the same proficiency levels regardless of the NC Check-in combination used for routing.

Table 7. Agreements rates on proficiency classification associated with various combinations of NC Check-ins

	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

Concluding remarks

The median and AL 3 routing rules provided similar results in terms of student classifications. It was also found that the number of the NC Check-in forms used for routing had minimal impact on the final classification results. It should be noted that the students who were administered different combinations of the NC Check-ins were assumed to be randomly equivalent. In this case, the percentiles used to choose the cut score have the same meaning despite the fact that different combinations of NC Check-ins were used in different schools. However, if schools that choose different combinations of the NC Check-ins are systematically different, then the results presented in this memo might not hold. In addition to their similar performance, the median and AL routing rules also have the advantage of being straightforward to communicate, which might be an important criterion for stakeholder buy-in.

Appendix A. Classical Item Statistics for NC Check-in Forms

NC Check-in 1	biserial	p-value	NC Check-in 2	biserial	p-value	NC Check-in 3	biserial	p-value
SOM00_01_99077	0.535	0.345	SOM00_01_90574	0.615	0.741	SOM00_01_95458	0.581	0.601
SOM00_02_98888	0.608	0.407	SOM00_02_85179	0.602	0.461	SOM00_02_96163	0.607	0.539
SOM00_03_42232	0.207	0.105	SOM00_03_94866	0.616	0.666	SOM00_03_92884	0.565	0.375
SOM00_04_109296	0.693	0.575	SOM00_04_115552	0.567	0.525	SOM00_04_94959	0.749	0.595
SOM00_05_92200	0.568	0.519	SOM00_05_91767	0.733	0.436	SOM00_05_98894	0.802	0.632
SOM00_06_108107	0.546	0.475	SOM00_06_90594	0.596	0.550	SOM00_06_107384	0.700	0.517
SOM00_07_99561	0.44	0.593	SOM00_07_45940	0.461	0.454	SOM00_07_85239	0.750	0.479
SOM00_08_99562	0.597	0.602	SOM00_08_49735	0.614	0.615	SOM00_08_92658	0.714	0.482
SOM00_09_115775	0.414	0.393	SOM00_09_115553	0.705	0.434	SOM00_09_106284	0.609	0.591
SOM00_10_109561	0.497	0.737	SOM00_10_48076	0.395	0.256	SOM00_10_92025	0.774	0.497
SOM00_11_98891	0.484	0.336	SOM00_11_85235	0.639	0.582	SOM00_11_68776	0.556	0.431
SOM00_12_26006	0.592	0.456	SOM00_12_48932	0.509	0.511	SOM00_12_45191	0.778	0.584
SOM00_13_56159	0.318	0.417	SOM00_13_95512	0.617	0.591	SOM00_13_110846	0.416	0.328
SOM00_14_25510	0.518	0.491	SOM00_14_105241	0.655	0.583	SOM00_14_109635	0.325	0.179
SOM00_15_94869	0.18	0.254	SOM00_15_115979	0.678	0.591	SOM00_15_89901	0.502	0.148
SOM00_16_46786	0.556	0.514	SOM00_16_109335	0.215	0.289	SOM00_16_115899	0.722	0.685
SOM00_17_115551	0.461	0.522	SOM00_17_115980	0.357	0.448	SOM00_17_115891	0.612	0.532
SOM00_18_99559	0.56	0.572	SOM00_18_49556	0.242	0.401	SOM00_18_106287	0.306	0.563
SOM00_19_115776	0.429	0.450	SOM00_19_101528	0.463	0.455	SOM00_19_111986	0.340	0.436
SOM00_20_115777	0.548	0.716	SOM00_20_95515	0.569	0.335	SOM00_20_108229	0.658	0.598
			SOM00_21_46788	0.531	0.349	SOM00_21_52295	0.592	0.582
			SOM00_22_111840	0.387	0.340	SOM00_22_108173	0.455	0.909
			SOM00_23_115978	0.41	0.426	SOM00_23_99000	0.445	0.314
			SOM00_24_111007	0.429	0.576	SOM00_24_48662	0.447	0.530
			SOM00_25_89795	0.381	0.497	SOM00_25_44318	0.484	0.517

Exhibit IV-07 NCDPI and NCSU-TOPS Technology Enhanced Item Development Meeting for Grade 7 Reading

Public Schools of North Carolina

Innovative Assessment Pilot Grade 7 Reading Technology Enhanced Item Type Meeting

DPI Test Development & TOPS Content Reading Team

April 2, 2020

Today's Purpose

- Identify priority TEI types for development/programming for 2020–21

North Carolina
Innovative Assessment Design

- The proposed design will comprise of 3 interim opportunities throughout the year and an adapted form of the summative test
  - The interim assessments primarily serve formative purposes
    - will cover selected standards
    - flexible testing window to allow tests to be administered after classroom instruction occurs

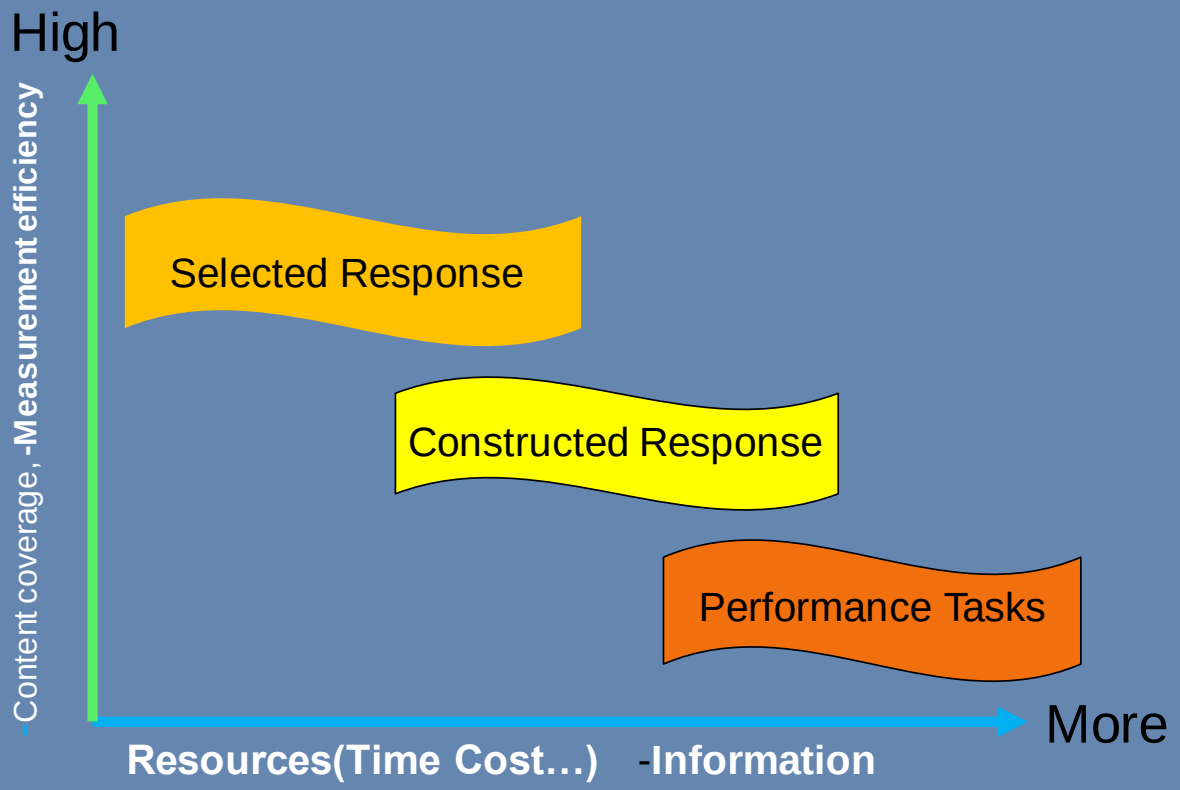
North Carolina
Innovative Assessment Design

- The adapted form of the summative assessment will rely on information from the interims to ensure students are given an optimal opportunity to demonstrate their ability
- The summative assessment will be administered during the last 10 days of the school year to allow those students without interim data (taking the EOG) to test in the same room

Timeline

Pilot Year	School Year	Grade and Subject
1	2019–20	Planning Year
2	2020–21	4 – Mathematics 7 – Reading
3	2021–22	4 – Mathematics and Reading 7 – Mathematics and Reading
4	2022–23	4 – Mathematics and Reading 5 – Mathematics and Reading 7 – Mathematics and Reading 8 – Mathematics and Reading
5	2023–24	3–8 – Mathematics and Reading

Item Types


High
Content coverage, -Measurement efficiency
Selected Response
Constructed Response
Performance Tasks
More
Resources(Time Cost…)
-Information

Item Types

- Implications of item type and administration time
  - Multiple Choice Items
  - Technology Enhanced Items
    - Drag and drop
    - Drop-down select boxes
    - Multiple select in columns
    - Text select
    - Word select (most precise word)

Item Types

Performance-based assessment components:

- Assess one or more standards
- Complex
- Authentic
- Process/product-oriented
- Open-ended
- Time-bound

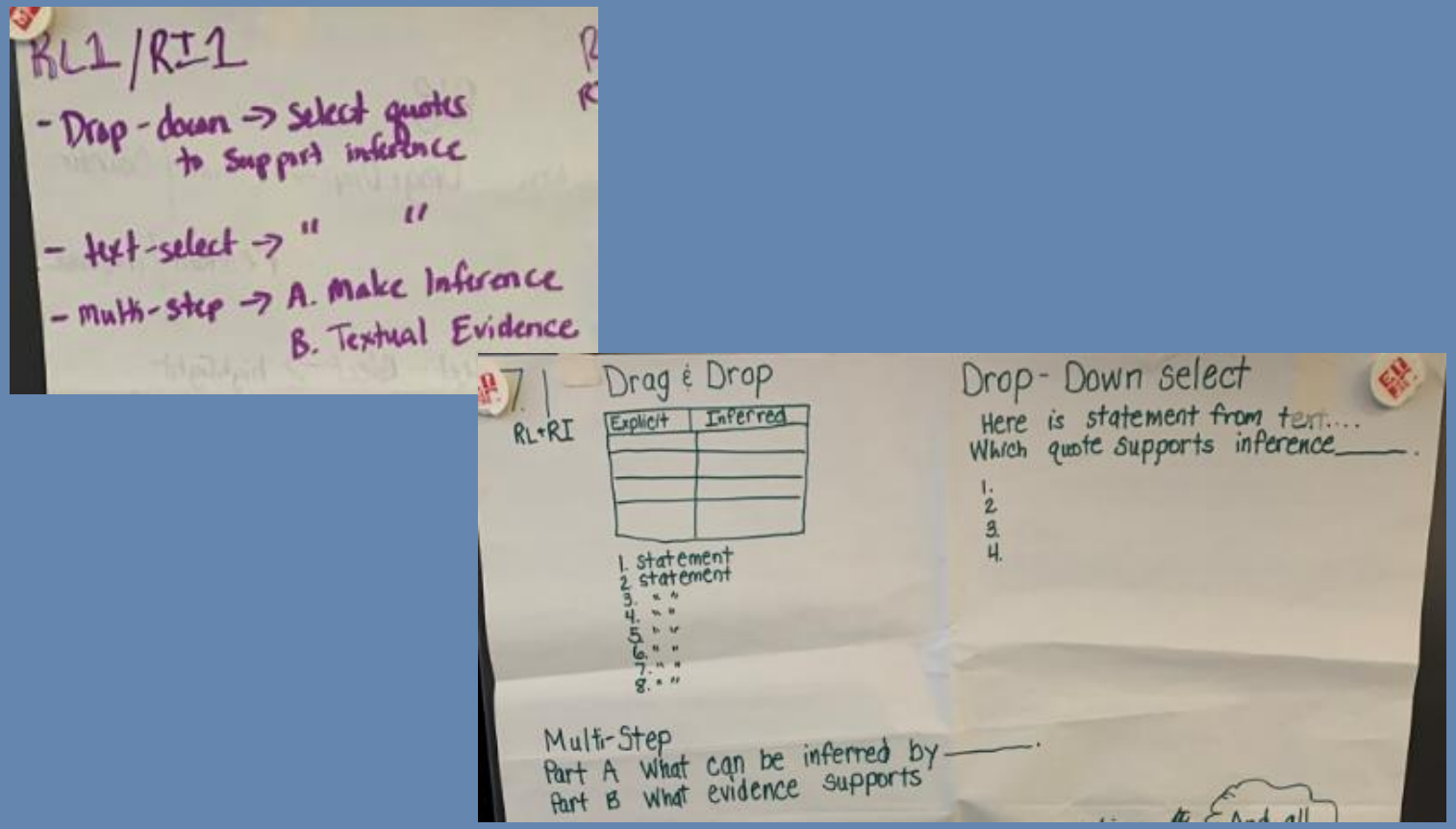
Item Types

- Performance Based Assessment Items
  - Open ended
    - Numeric Entry
    - Constructed response
  - Multi-step problem
  - Extended Tasks

RL.7.1 and RI.7.1

- RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

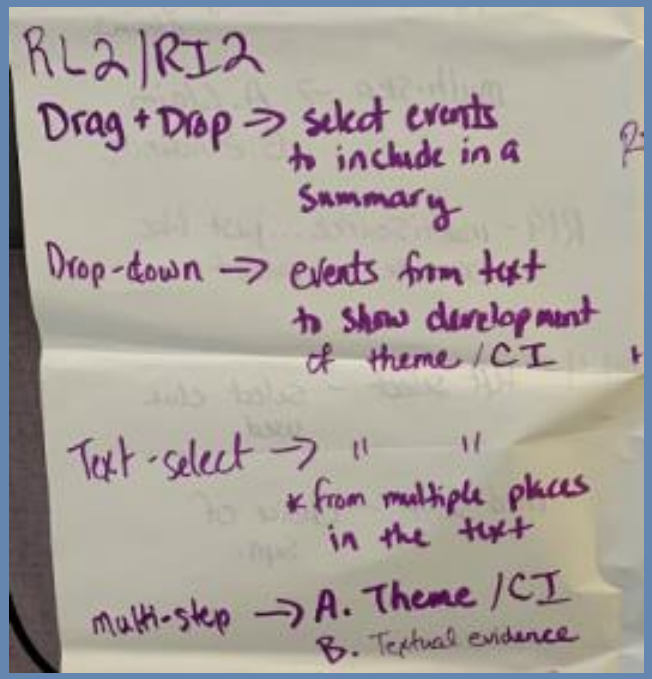
RL.7.1 and RI.7.1 Teacher Samples

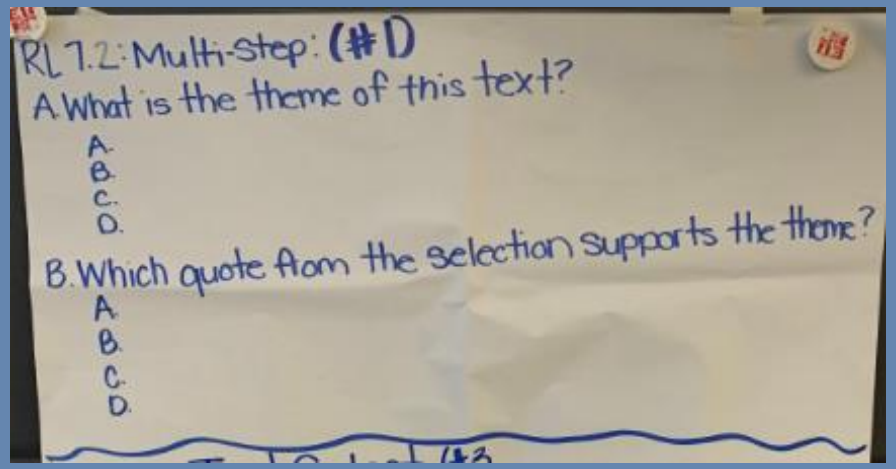


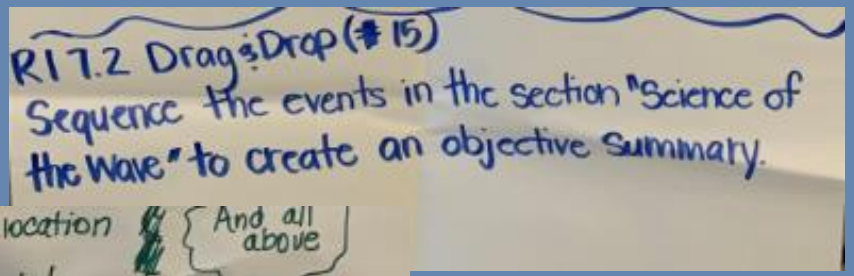
RL.7.2 and RI.7.2

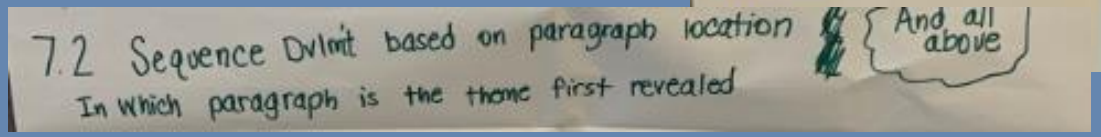
- RL.7.2: Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.
- RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RL.7.2 and RI.7.2 Teacher Samples





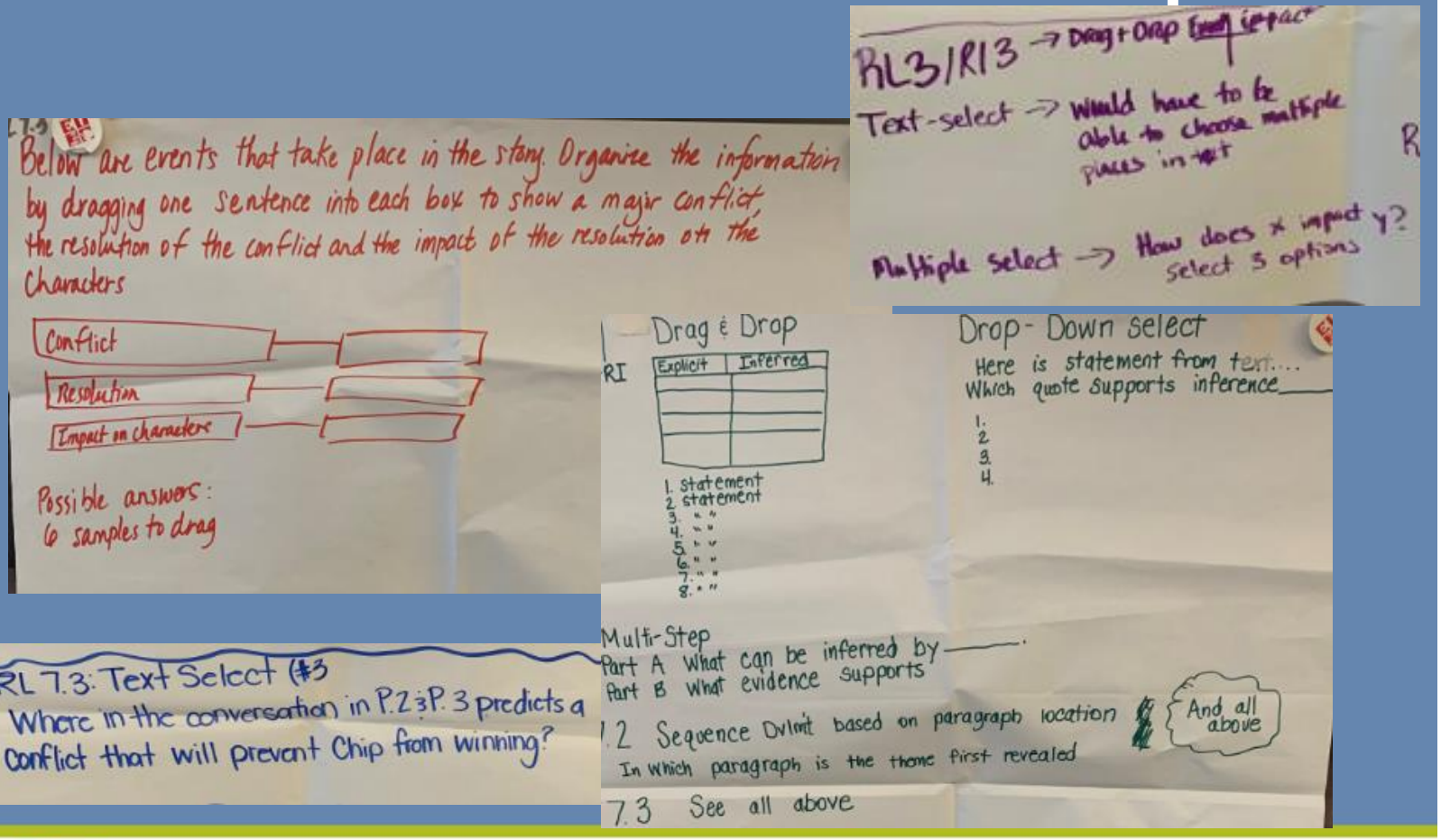




RL.7.3 and RI.7.3

- RL.7.3: Analyze how particular elements of a story or drama interact.
- RI.7.3: Analyze the interactions between individuals, events, and ideas in a text.

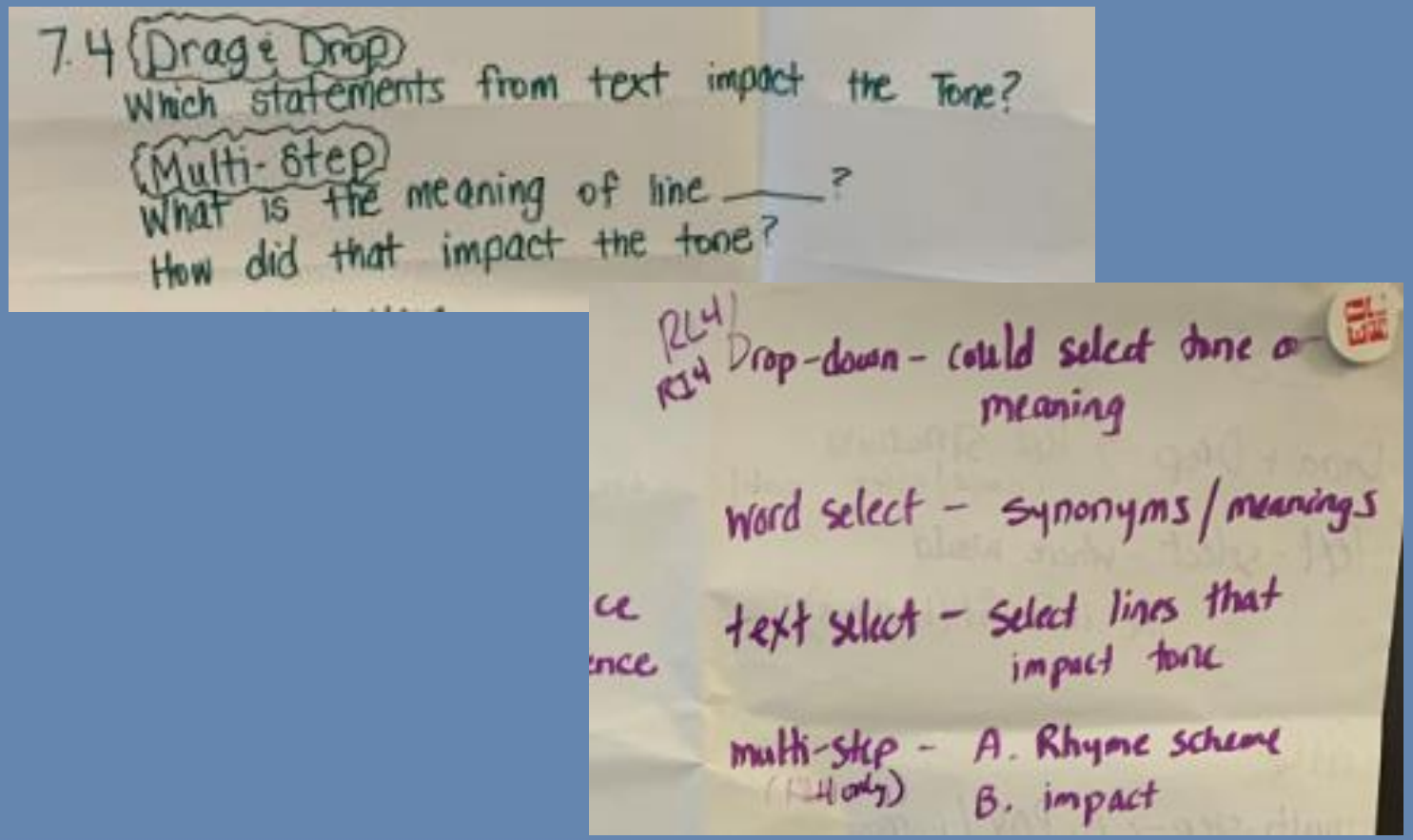
RL.7.3 and RI.7.3 Teacher Samples



RL.7.4 and RI.7.4

- RL.7.4: Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.
- RI.7.4: Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.

RL.7.4 and RI.7.4 Teacher Samples



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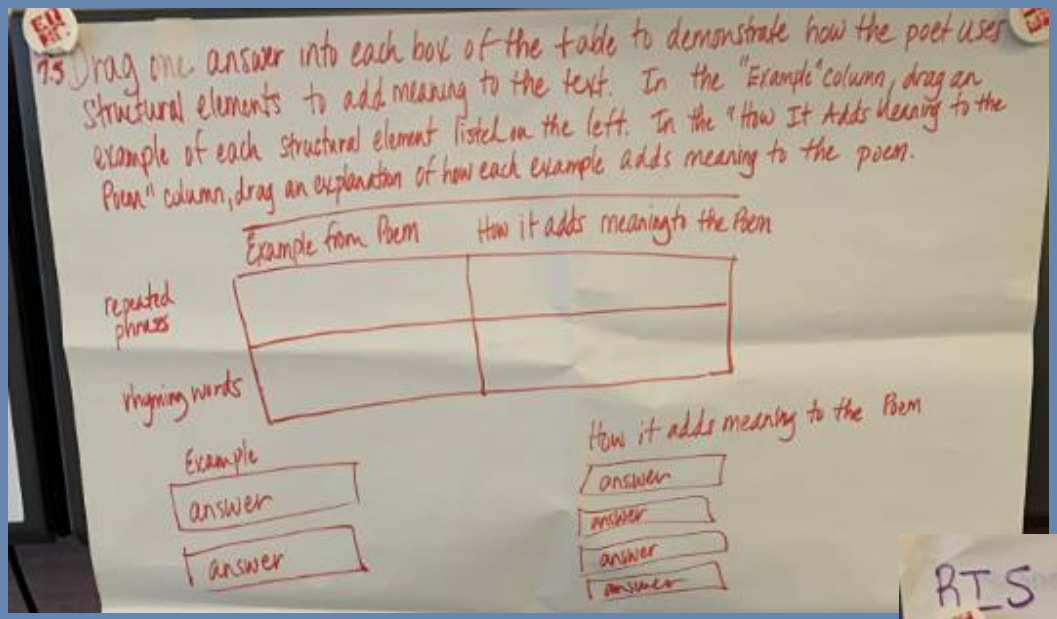
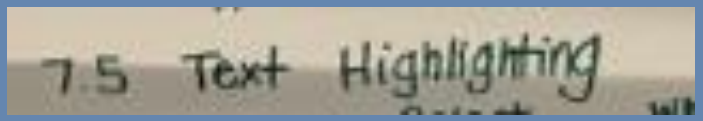
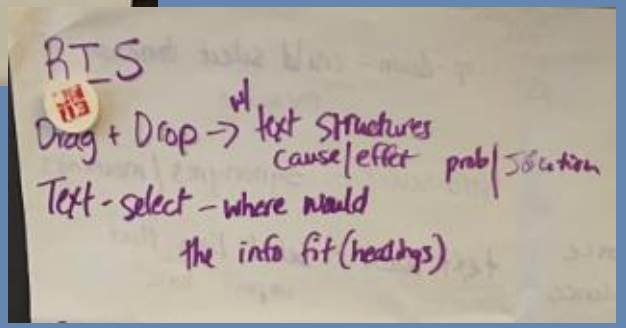
RL.7.5 and RI.7.5

- RL.7.5: Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.
- RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

RL.7.5 and RI.7.5 Teacher Samples



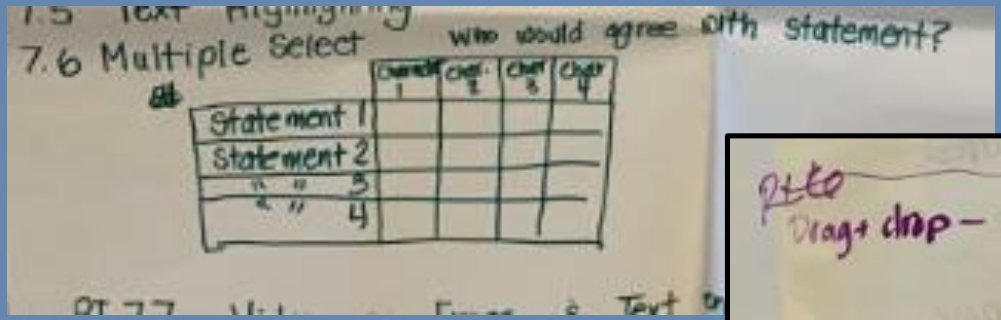


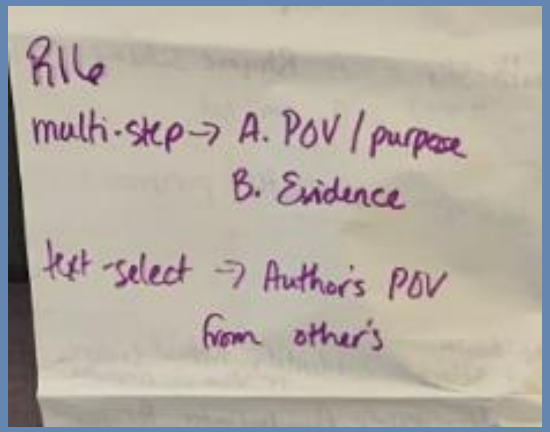


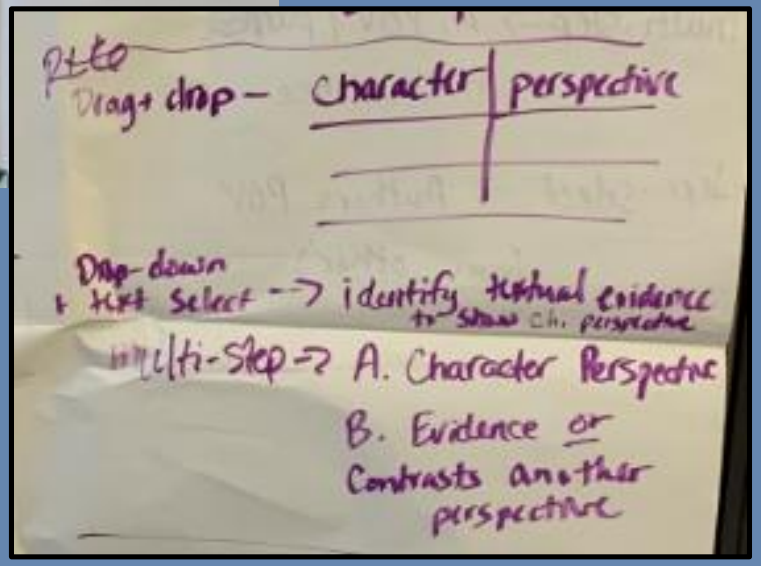
RL.7.6 and RI.7.6

- RL.7.6: Analyze how an author develops and contrasts the perspectives of different characters in a text.
- RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

RL.7.6 and RI.7.6 Teacher Samples







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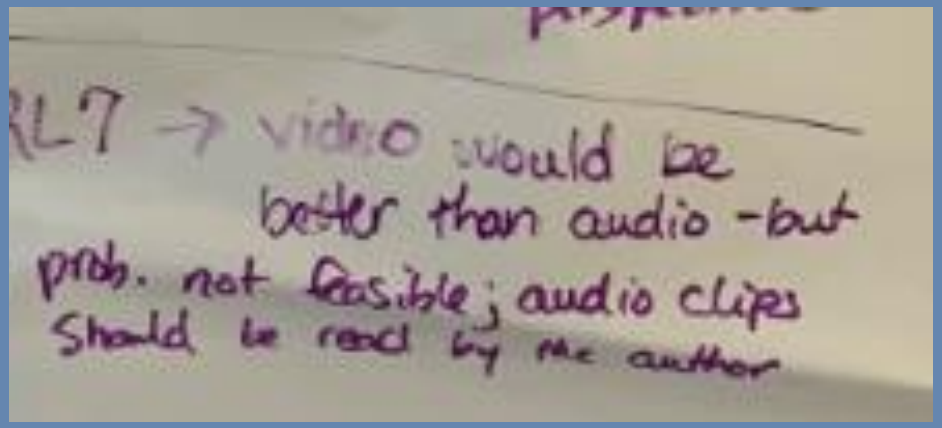
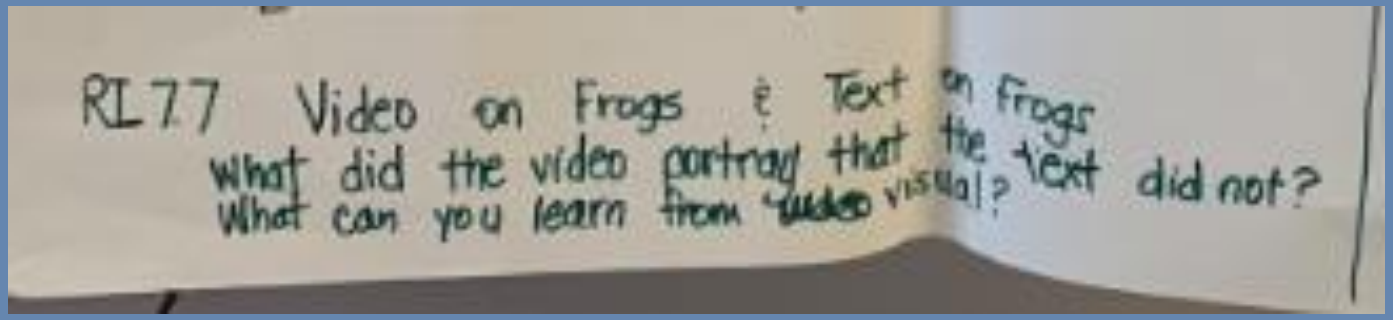
RL.7.7 and RI.7.7

- *RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.*
- RI.7.7: Compare and contrast a text to an audio, video or multimedia version, analyzing each medium's portrayal of the subject.

RL.7.7 and RI.7.7 Teacher Samples

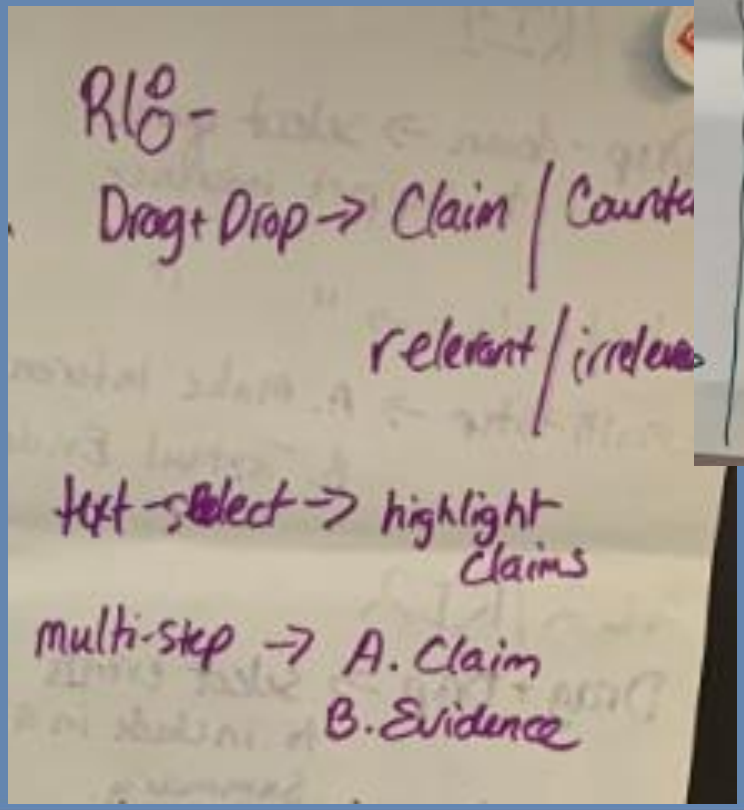


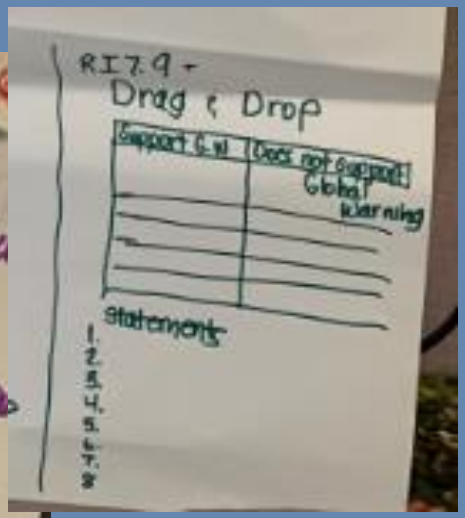


RI.7.8

- RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

RI.7.8 Teacher Samples

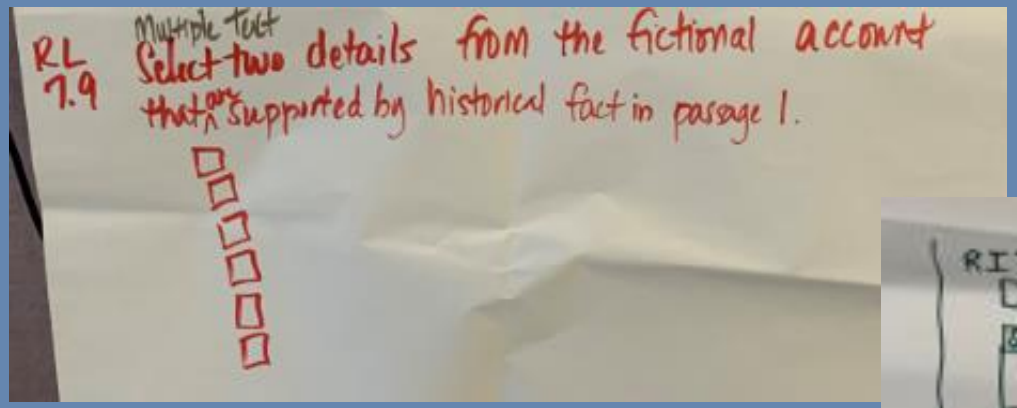


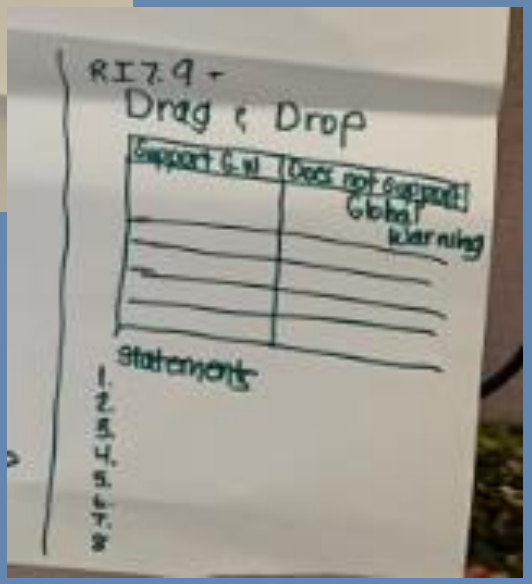


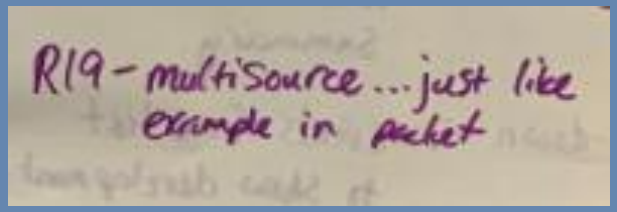
RL.7.9 and RI.7.9

- *RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.*
- *RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.*

RL.7.9 and RI.7.9 Teacher Samples





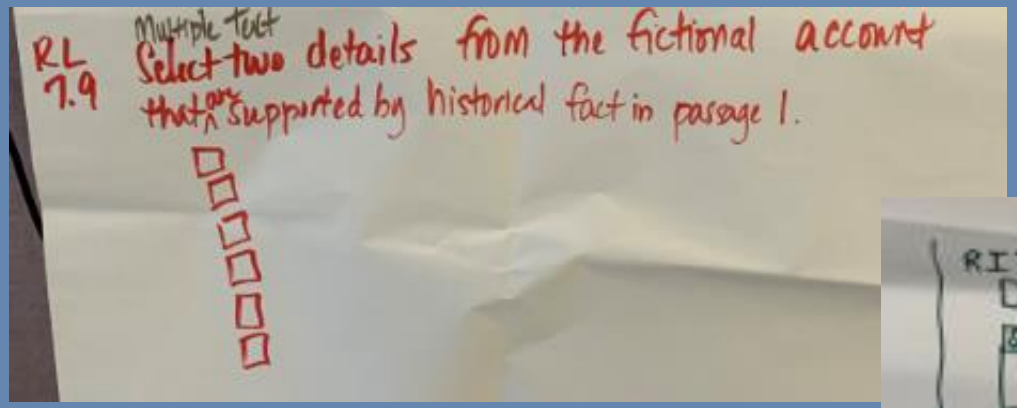


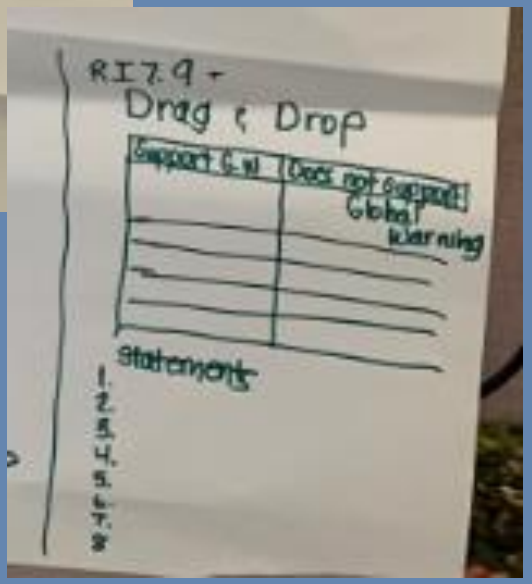
Public Schools of North Carolina

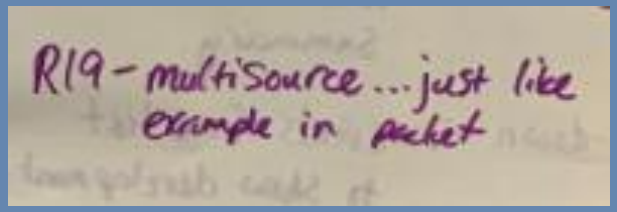
RL.7.10 and RI.7.10

- *RL.7.10: By the end of grade 7, read and understand literature within the 6–8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*
- *RI.7.10: By the end of grade 7, read and understand informational texts within the 6–8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*

RL.7.9 and RI.7.9 Teacher Samples







L.7.1

- *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6–8 grammar continuum.*

L.7.2

- *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6–8 conventions continuum.*

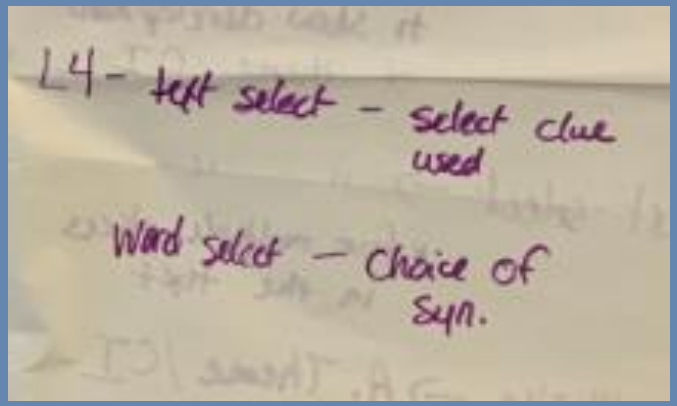
L.7.3

- *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*

L.7.4

- *Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*

L.7.4 Teacher Sample



L.7.5

- Demonstrate understanding of figurative language and nuances in word meanings.
  - Interpret figures of speech in context based on grade 7 reading and content.
  - *Distinguish among the connotations of words with similar denotations.*

L.7.6

- *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary language when considering a word or phrase important comprehension or expression.*

Exhibit IV-08 NCDPI and NCSU-TOPS Technology Enhanced Item Development Meeting for Grade 4 Mathematics

Public Schools of North Carolina

Innovative Assessment Pilot Grade 4 Mathematics Technology Enhanced Items

Accountability Services/Test Development
North Carolina Department of Public Instruction

April 2, 2020

Goal for Meeting

- Identify priority TEI types for development/programming for 2020–21 and beyond

Agenda

- Review Technology Enhanced Item Types for Mathematics
- Review 4th Grade Standards
  - Identify plausible item types for each standard
  - Review teacher survey results and samples

Interim Assessed Standards

Grade 4 Mathematics North Carolina Personalized Assessment Tool Interim Assessed Standards		
Interim A	**Interim B**	**Interim C**
4.OA.1	4.OA.3	4.NBT.5
4.NBT.2	4.NBT.5	4.NF.3
4.NBT.4	4.NBT.6	4.NF.4
4.NBT.7	4.NF.1	4.NF.6
4.G.1 and 4.MD.3	4.NF.2	4.NF.7
		4.G.2 and 4.MD.4

Summative Assessed Standards

- During the research phase, follows the EOG blueprint

Table 1: Weight Distributions for EOG Mathematics Grades 3–5

Domain	Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	32–36%	14–18%	9–13%
Number and Operations in Base Ten	9–13%	25–29%	25–29%
Number and Operations - Fractions	28–32%	30–34%	39–43%
Measurement and Data, Geometry	23–27%	23–27%	19–23%
Total	**100%**	**100%**	**100%**

North Carolina Innovative Assessment Design

What's New:

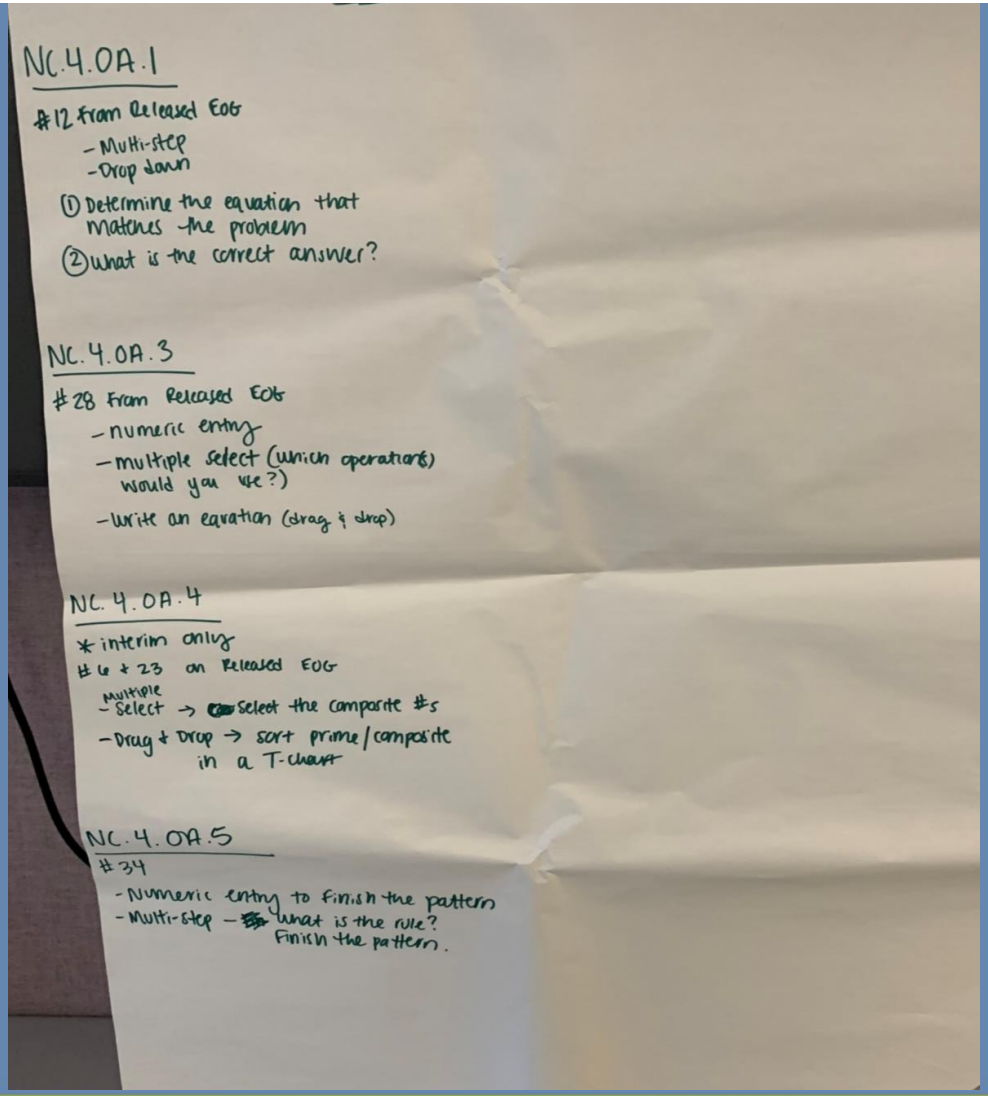
- Interims from the NC Personalized Assessment Tool will replace NC Check-Ins for schools in the pilot and will maintain all useful features.
  - Indicator of on track performance will be reported in 2022-23
- Flexible administration window will allow for standards to be assessed following classroom instruction

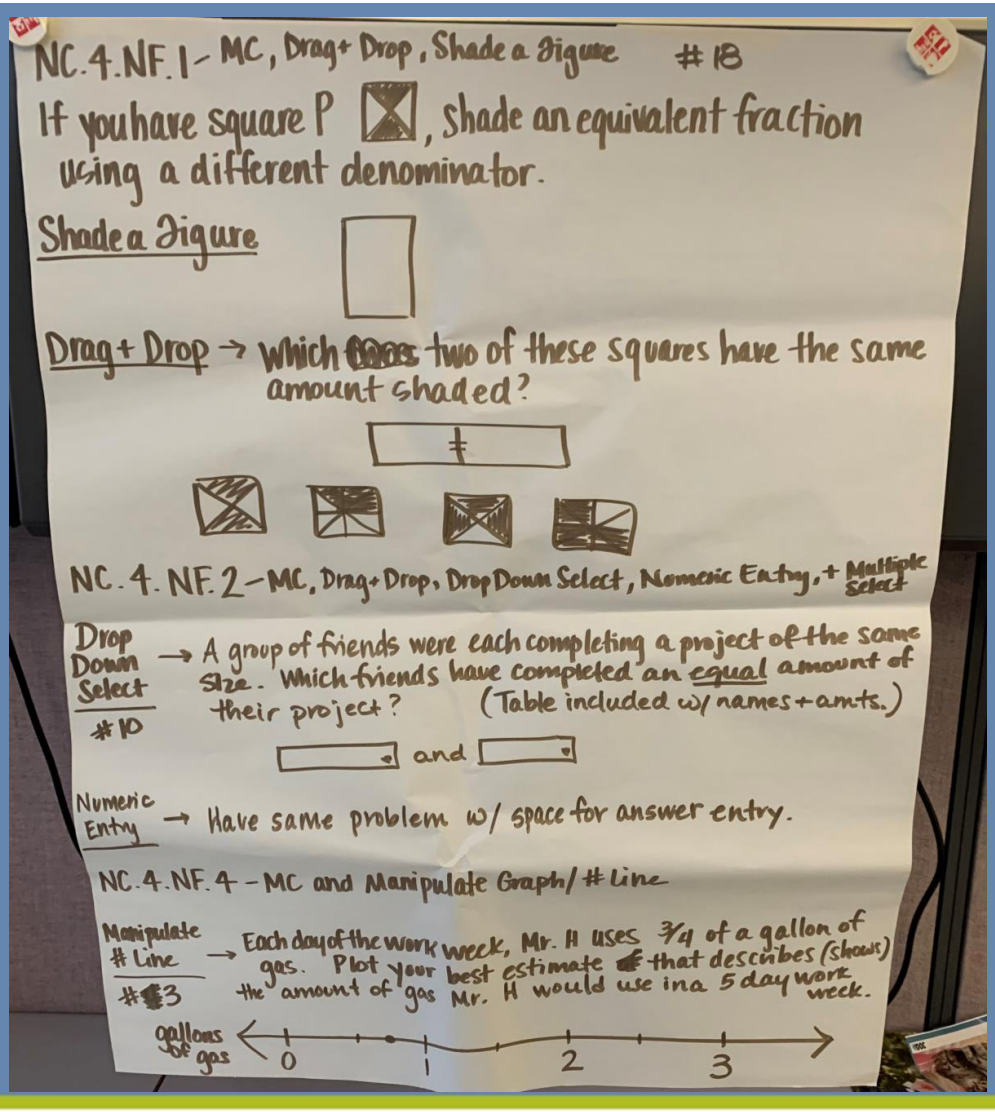
Item Types

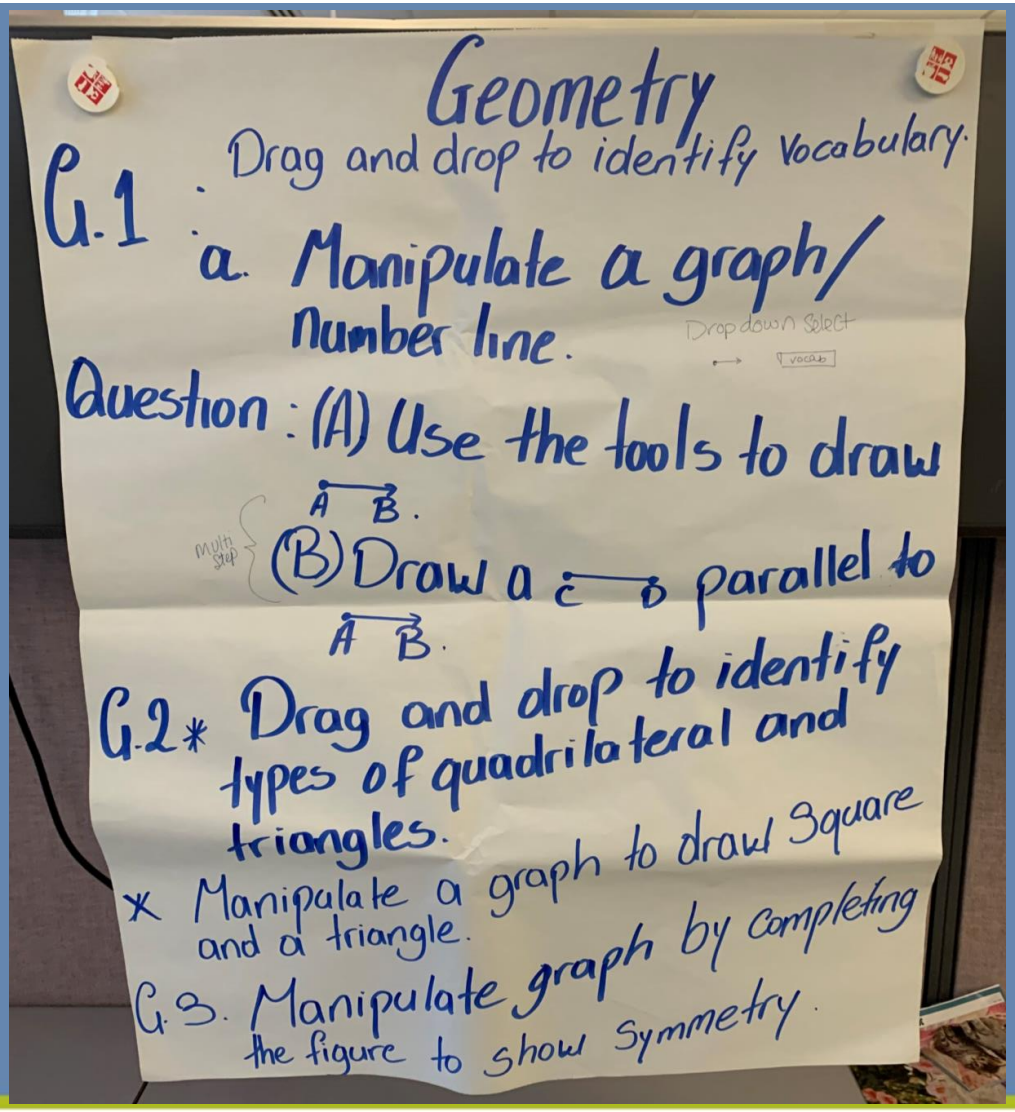
- Implications of item type and administration time
  - Multiple Choice Items
  - Technology Enhanced Items
    - Drag and drop
    - Drop-down select boxes
    - Graphing/plotting answer
    - Manipulate a graph/number line
    - Multiple select
    - Shade a figure

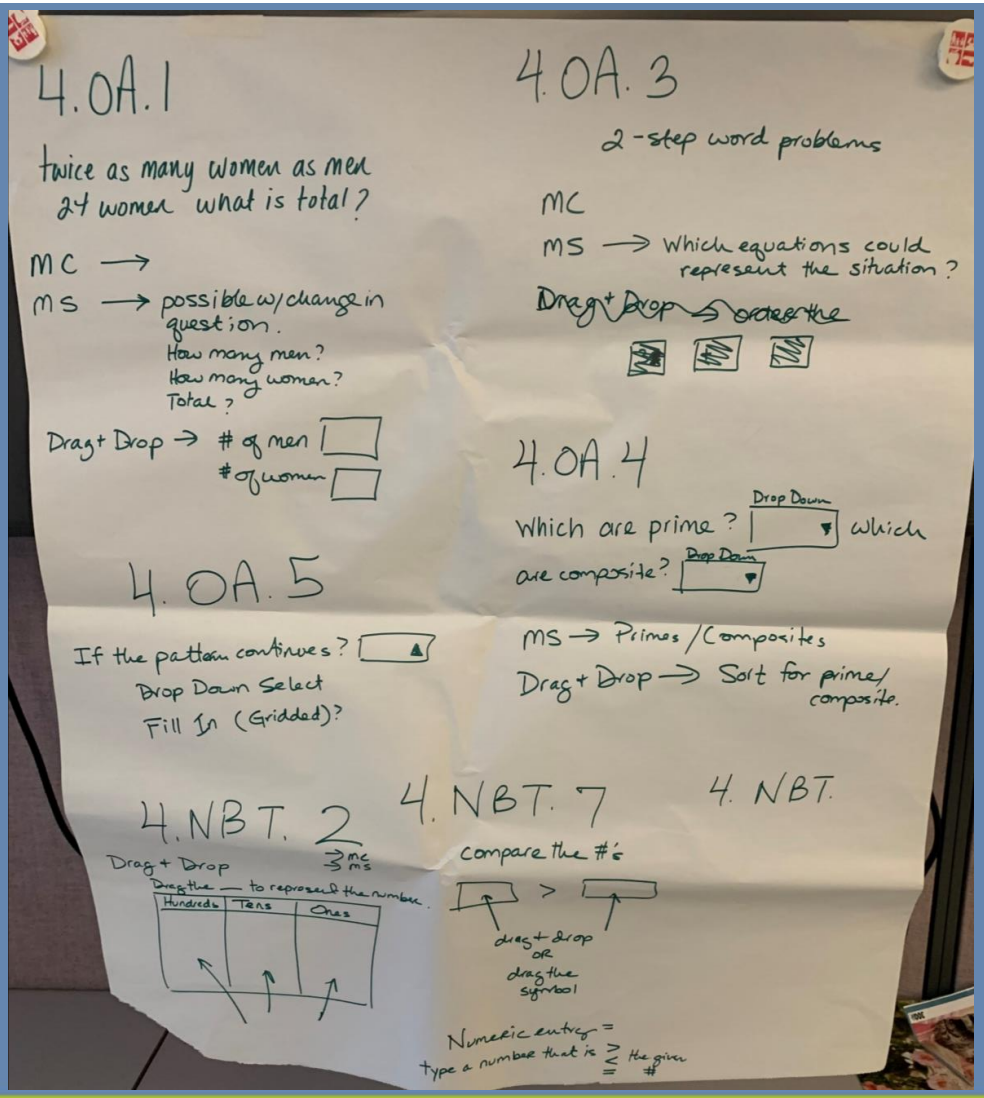
Item Types

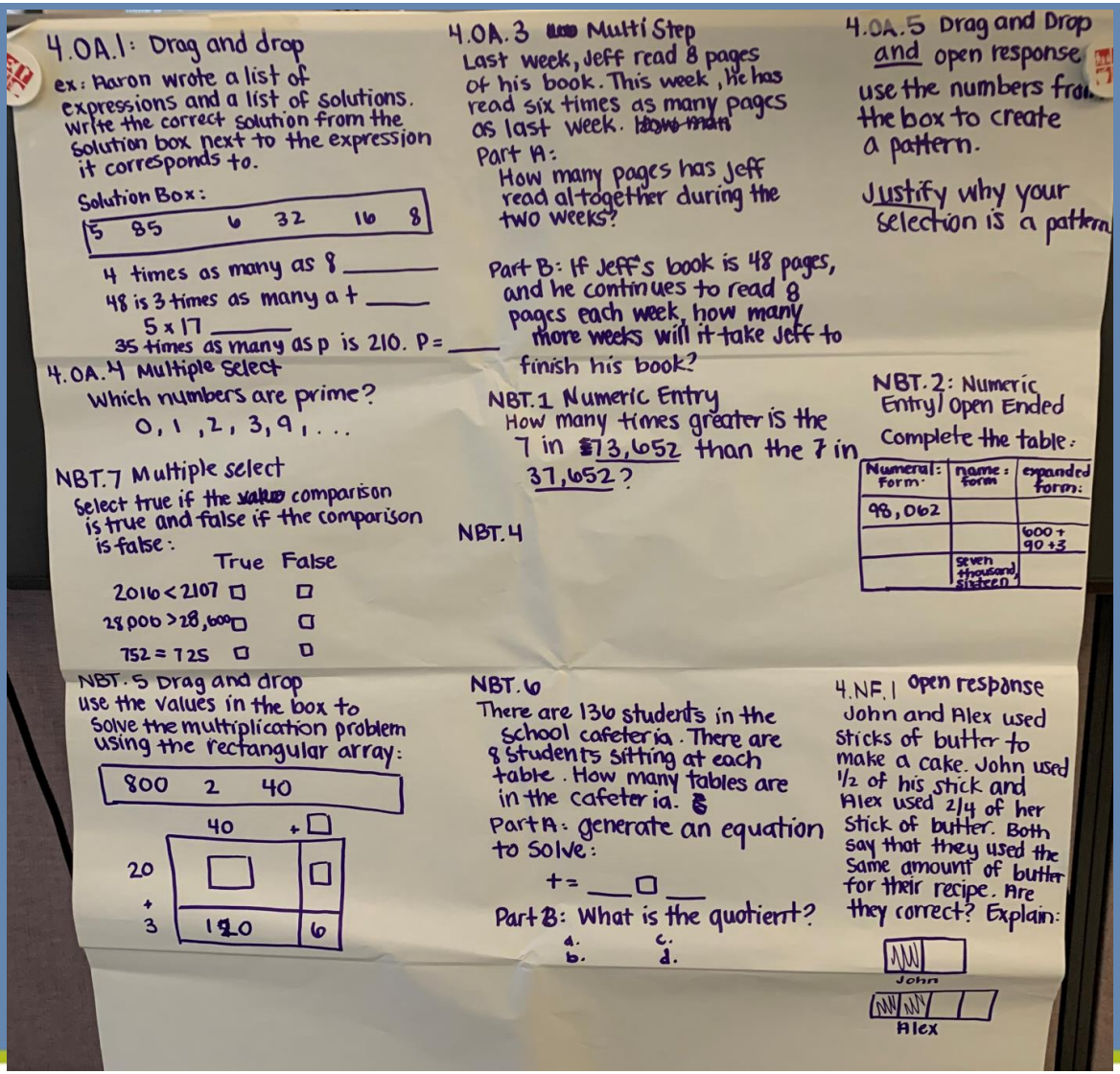
- Performance Based Assessment Items
  - Open ended
    - Numeric Entry
    - Constructed response
  - Multi-step problem
  - Extended Tasks


NC.4.OA.1
#12 from Released EOG
- Multi-step
- Drop down
① Determine the equation that matches the problem
② what is the correct answer?
NC.4.OA.3
#28 from Released EOG
- numeric entry
- multiple select (which operations would you use?)
- write an equation (drag & drop)
NC.4.OA.4
* interim only
#6 & 23 on Released EOG
- multiple select → select the composite #s
- Drag & Drop → sort prime/composite in a T-chart
NC.4.OA.5
#34
- Numeric entry to finish the pattern
- Multi-step – what is the rule? Finish the pattern.


NC.4.NF.1 – MC, Drag+Drop, Shade a figure #18
If you have square P, shade an equivalent fraction using a different denominator.
Shade a figure
Drag+Drop → Which two of these squares have the same amount shaded?
NC.4.NF.2 – MC, Drag+Drop, Drop Down Select, Numeric Entry, + Multiple Select
Drop Down Select #10 → A group of friends were each completing a project of the same size. Which friends have completed an equal amount of their project? (Table included w/ names+amts.)
and
Numeric Entry → Have same problem w/ space for answer entry.
NC.4.NF.4 – MC and Manipulate Graph/# Line
Manipulate # Line #3 → Each day of the work week, Mr. H uses 3/4 of a gallon of gas. Plot your best estimate of the amount of gas that describes (shows) Mr. H would use in a 5 day work week.
gallons of gas
0
1
2
3


Geometry
G.1 : Drag and drop to identify vocabulary.
a. Manipulate a graph/ number line.
Drop down Select
vocab
Question : (A) Use the tools to draw
A B.
Multi Step
(B) Draw a C D parallel to
A B.
G.2* Drag and drop to identify types of quadrilateral and triangles.
* Manipulate a graph to draw Square and a triangle.
G.3. Manipulate graph by completing the figure to show symmetry.


4.OA.1
twice as many women as men
24 women what is total?
MC →
MS → possible w/change in question.
How many men?
How many women?
Total?
Drag+Drop → # of men
# of women
4.OA.3
2-step word problems
MC
MS → Which equations could represent the situation?
Drag+Drop → order the
4.OA.4
Which are prime? Drop Down which are composite? Drop Down
MS → Primes/Composites
Drag+Drop → Sort for prime/composite.
4.OA.5
If the pattern continues? ▲
Drop Down Select
Fill In (Gridded)?
4.NBT.2
Drag+Drop
Drag the ___ to represent the number.
Hundreds
Tens
Ones
4.NBT.7
compare the #'s
>
drag+drop OR drag the symbol
Numeric entry =
type a number that is ≥ ≤ = the given #
4.NBT.



4.OA.1: Drag and drop

ex: Aaron wrote a list of expressions and a list of solutions. Write the correct solution from the solution box next to the expression it corresponds to.

Solution Box:

5	85	6	32	16	8

4 times as many as 8 _____

48 is 3 times as many as t _____

5 x 17 _____

35 times as many as p is 210. P= _____

4.OA.4 Multiple Select

Which numbers are prime?

0, 1, 2, 3, 9, . . .

NBT.7 Multiple select

Select true if the value comparison is true and false if the comparison is false:

	True	False
2016 < 2107	☐	☐
28,000 > 28,600	☐	☐
752 = 725	☐	☐

4.OA.3 Multi Step

Last week, Jeff read 8 pages of his book. This week, he has read six times as many pages as last week.

Part A:

How many pages has Jeff read altogether during the two weeks?

Part B: If Jeff's book is 48 pages, and he continues to read 8 pages each week, how many more weeks will it take Jeff to finish his book?

NBT.1 Numeric Entry

How many times greater is the 7 in 73,652 than the 7 in 37,652?

NBT.4

4.OA.5 Drag and Drop and open response

use the numbers from the box to create a pattern.

Justify why your selection is a pattern

NBT.2: Numeric Entry/ Open Ended

Complete the table:

Numeral Form:	name form:	expanded form:
98,062		
		600 + 90 + 3
	seven thousand sixteen	

NBT.5 Drag and drop

use the values in the box to solve the multiplication problem using the rectangular array:

800	2	40

	40	+ ☐
20	☐	☐
+ 3	1120	6

NBT.6

There are 136 students in the school cafeteria. There are 8 students sitting at each table. How many tables are in the cafeteria.

Part A: generate an equation to solve:

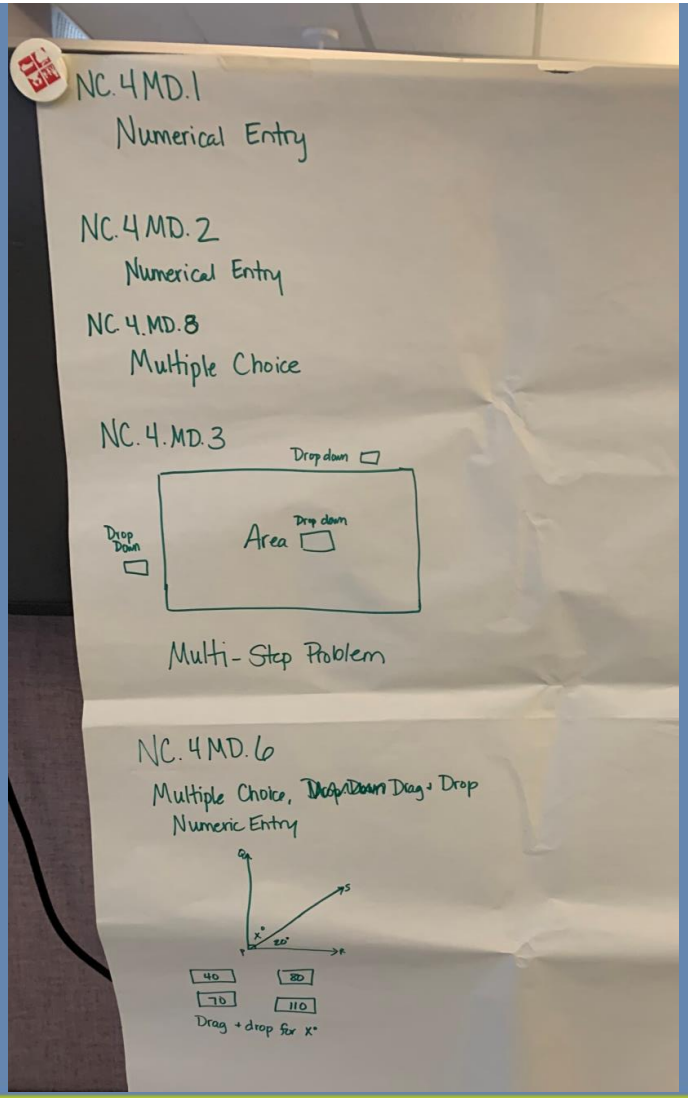
+ = ___ ☐ ___

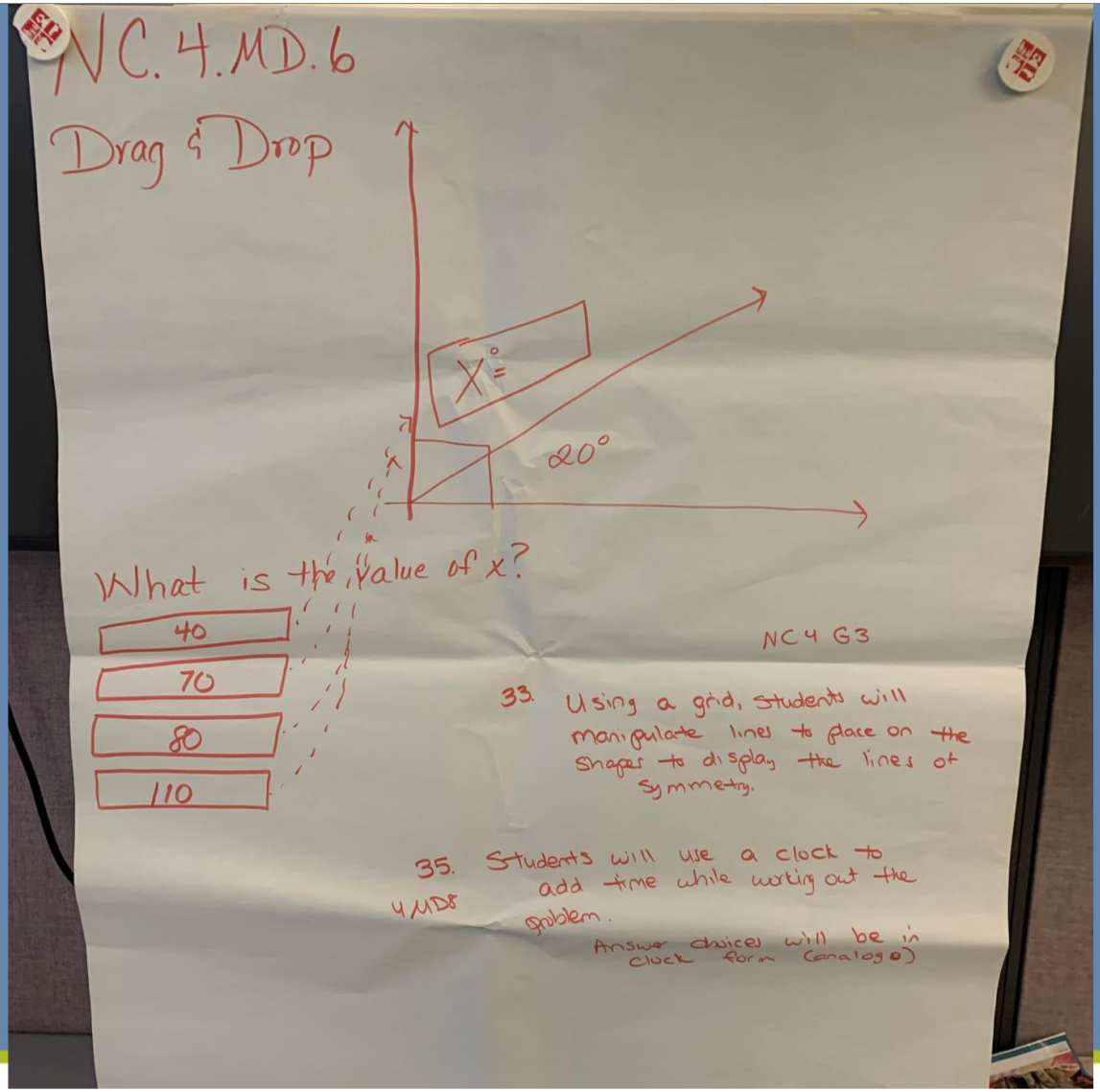
Part B: What is the quotient?

a. b. c. d.

4.NF.1 Open response

John and Alex used sticks of butter to make a cake. John used 1/2 of his stick and Alex used 2/4 of her stick of butter. Both say that they used the same amount of butter for their recipe. Are they correct? Explain:


NC.4MD.1
Numerical Entry
NC.4MD.2
Numerical Entry
NC.4.MD.8
Multiple Choice
NC.4.MD.3
Drop down
Drop Down
Area
Drop down
Multi-Step Problem
NC.4MD.6
Multiple Choice, Drop Down Drag + Drop
Numeric Entry
S
R
x°
20°
40
80
70
110
Drag + drop for x°



Public Schools of North Carolina

Teacher Survey Results

- The test specifications meeting participants completed the survey indicating which item types they felt could be used for the standard.

Standards Assessment

- Look at the standards
- Identify if the standard can be assessed with a TEI

Follow up

- Prioritizing item types for development over the research period of IADA

Exhibit IV-09 NCSBE Monthly

Meeting Minutes
Printed : 8/10/2020 10:00 AM EST

Monthly Meeting of the North Carolina State Board of Education
08/07/2019 10:00 AM
301 N. Wilmington St.,
Raleigh, North Carolina 27601-2825,
(Seventh Floor Board Room)

State Board of Education Vision: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen through access to needed resources and rigor.

State Board of Education Mission: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina that guarantees every student in this state an opportunity to receive a sound basic education.

NOTE: Adjournment time is approximate.

Attendees

Voting Members
Eric Davis, Chairman, Member at Large
Dan Forest, Lieutenant Governor
Reginald Kenan, Southeast Education Region
Dr. Olivia Oxendine, Sandhills Education Region
Todd Chasteen, Northwest Education Region
Amy White, North Central Education Region
Alan Duncan, Vice Chairman, Piedmont-Triad Education Region
JB Buxton, Member at Large
Jill Camnitz, Northeast Education Region
James Ford, Southwest Education Region

Non-Voting Members
Mark Johnson, State Superintendent of Public Instruction, Chief Administrative Officer, and Secretary to the Board
Mariah Morris, 2019 Burroughs Wellcome Fund NC Teacher of the Year Advisor
Freebird McKinney, Burroughs Wellcome Fund NC Teacher of the Year Advisor
Matthew Bristow-Smith, 2019 Wells Fargo North Carolina Principal of the Year
Dr. Patrick Miller, SBE Superintendent Advisor

I. 10:00 AM -- Monthly Meeting of the North Carolina State Board of Education

A. Call to Order

1. Eric C. Davis - Chair

- Chair Davis called the State Board of Education (SBE) meeting to order. He welcomed all Board Members, returning and new advisors, staff, onsite visitors, online listeners, and Twitter followers to the June 7, 2019, meeting of the North Carolina State Board of Education. Chair Davis noted that the Board's work would span over 2 days, today and tomorrow, as the Board needs to have a longer closed session this month.

- Chair Davis read the Ethics Statement as required in compliance with the requirements of Chapter 138A-15(e) of the Ethics Act. He reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated. The Chair then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chair. It would then be their duty to abstain from participating in discussion and from voting on the matter.

- Chair Davis informed the Board that any voting would occur at the August 8, 2019, meeting.

- Chair Davis asked that all to join him in a moment of silence to recognize those who were injured or killed in the horrific shootings that took place in Texas and Ohio this past weekend. Chair Davis expressed his condolences saying; Never has there been a more important time to ensure the safety and mental well-being of the children and educators in our public schools. We are a stronger nation when we come together in unity. As we begin a new school year, lets remain diligent about keeping

equity and the whole child in mind when making decisions that impact students and educators each day.

B. Approval of the August 2019 Agenda

- Chair Davis asked for a motion to approve the August 7 – 8, 2019, agenda and asked Dr. Townsend-Smith to call the roll to capture the vote.

Motion made by: JB Buxton
Motion seconded by: Jill Camnitz
Voting
Eric Davis - Yes
Dan Forest - Not Present
Reginald Kenan - Not Present
Dr. Olivia Oxendine - Yes
Todd Chasteen - Yes
Amy White - Yes
Alan Duncan - Yes
JB Buxton - Yes
Jill Camnitz - Yes
James Ford - Not Present

1. August 7 - 8, 2019

C. Recognition of Service

1. Dr. Maria Pitre-Martin

- Chair Davis highlighted the contributions of Dr. Pitre-Martin and recognized Dr. Oxendine to read the resolution.

- Dr. Pitre-Martin expressed heartfelt thanks to the Board, DPI staff and those in the LEAs for their support over the years and discussed the relationships she built during her time in North Carolina. She concluded that she will use all she gained in North Carolina in her endeavors in Virginia.

II. ACTION AND DISCUSSION AGENDA COMMITTEE REPORTS

- Chair Davis recognized Ms. Amy White for the Education Innovation and Charter Schools Committee report.

A. 10:15 AM -- EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE (Ms. Amy White, Chair and Ms. Jill Camnitz, Vice Chair)

1. ACTION ON FIRST READING

a. EICS 1 - Bishop George W. Brooks Male Academy's Request to Relinquish its Charter

- The NC Charter Schools Advisory Board recommends that the State Board of Education approve the request from Bishop George W. Brooks Male Academy to relinquish its charter.

- Ms. Amy White recognized Mr. Dave Machado to present this item.

- Bishop George W. Brooks Male Academy was granted a charter July 1, 2019, to begin operating in Guilford County.

- On January 9, 2019, the school was granted a one-year delay to open in 2020.

- On July 9, 2019, the Office of Charter Schools (OCS) received a request from Bishop George W. Brooks Male Academy to relinquish its charter due to facility availability.

- Mr. Dave Machado, Director, Office of Charter Schools (OCS) informed the Board that the board of directors for Bishop George W. Brooks and Next Generation Academy were the same. The original plan was to share property with Next Generation Academy and locate in another facility on the same property.

- Ms. White informed the Board that a vote would be taken on this item tomorrow.

b. EICS 2 - Central Park School for Children's Request to Amend its Mission Statement

- The Charter School Advisory Board recommends that the SBE approve this amendment request from Central Park School for Children to change its mission statement.

- Ms. White recognized Mr. Machado to present this item.

- Central Park School for Children ("Central Park") is a K-8 charter school operating in Durham County since 2003. Central Park is requesting an amendment to its original charter application. State Board Policy CHTR-014 (Charter Amendments for Existing Charter Schools) requires State Board approval for specific material revisions to a charter application. The State Board must approve revisions to a charter school's original mission statement. Following a year long process that involved stakeholder input from staff, board, and families, Central Park seeks to amend its Mission and Values.

- Ms. White asked if any Board Members had questions on this item and informed the Board that action would be taken tomorrow.

c. EICS 3 - The Exploris School's Request to Amend its Mission

- The NC Charter Schools Advisory Board recommends that the State Board of Education approve this amendment request to change the mission for The Exploris School.

- Mr. Dave Machado presented this item.

- The Exploris School ("Exploris") is a K-8 charter school located in downtown Raleigh that began serving students in 1997. Exploris is requesting an amendment to its original charter application. State Board Policy CHTR-014 (Charter Amendments for Existing Charter Schools) requires State Board approval for specific material revisions to a charter application. The State Board must approve revisions to a charter school's original mission statement. Following a thorough community-wide strategic planning process, Exploris seeks to amend its original mission statement, vision, and core values.

- Exploris is committed to growing the school in size and diversity to expand support and opportunity for educationally disadvantaged students. Exploris believes the unified mission and focus will allow the school to reach its strategic goals, expand opportunities to foster academic achievement for all students, and continue to distinguish itself as a leading innovative charter school in North Carolina.

- Ms. White asked if the Board had questions on this item and stated she would be seeking approval of this item tomorrow.

2. DISCUSSION

   a. EICS 4 - Essie Mae Kiser Foxx's Request to Terminate its Education Management Organization (EMO) Relationship

      - The NC Charter Schools Advisory Board recommends that the State Board of Education approve this amendment from Essie Mae Kiser Foxx to operate without an EMO.

      - Essie Mae Kiser Foxx ("Essie Charter") K-4 school began operating in Rowan County last academic year, 2018-2019. Anticipated enrollment in the first year was scheduled at 150, the school educated 85. This school year 2019-2020, grades K-5, they projected 220 and have 130.

      - Mr. Dave Machado, Director, Office of Charter Schools, shared information on the school's transition plan which detailed specifics about the changes to its Education Plan, staffing plan, negotiated lease, nutrition program, and SPF Cash Management process payroll 3rd party vendor without the EMO Torchight Academy. Office of Charter Schools (OCS) and the Charter Schools Advisory Board (CSAB), are comfortable with the proposed plan and will meet in Sept 2019 for a progress report

      - Vice Chairman Alan Duncan wanted to know if the current EMO agreement was still in place. Mr. Machado informed the board that the current EMO agreement

expired June 30 and the Essie Mae board did not execute another contract with Torchlight.

- Ms. White wanted clarity on the evaluation process OCS uses to determine whether a school with an EMO/CMO is ready to operate independently.

- Mr. Machado mentioned the OCS internal discussions and outlined that OCS plans to aggressively monitor Essie Mae Charter's board meeting minutes, budget reports, and academics. A subsequent update will be provided to the CSAB and State Board of Education.

- Mr. Machado stated that OCS did not foresee legal ramifications as both parties are negotiating between themselves and are settling financial obligations.

- Ms. White asked about the timeline regarding when OCS and CSAB would evaluate EMO/CMO structure and program success. Mr. Machado stated in November or December.

- Ms. White stated that without objection the SBE would receive the update at its December meeting.

3. ISSUES SESSION

    a. Rowan-Salisbury Renewal School District Annual Report

        - Dr. Lynn Moody spoke on the 1st of the 5-year plan (HB-986) since designing the RSS directional system.

- The plan is based on a 5 Year completion term and required changes.

- THE TIMELINE ;

  6/22/18 | HB 986 Signed into Law 6/28/18 | RSS BOE Approves Renewal 7-0 8/2/18 | State BOE Approval RSS Renewal Plan Fall 2018 | School-Based Needs Assessments Winter - Spring 2019 | Schools Explore

- Ms. Amy White asked if there was a way to build into the evaluation process – tracking student specific data over the five years instead of performance by school only.

- Dr. Moody replied yes, through NC Check-Ins, but the accuracy may be questionable until the system is completely processed.

- Chairman Davis added that the 5-year plan should be turned into a 10-year plan because we want it to work and be sustainable.

- Vice Chairman Duncan raised awareness that the Board should look at how State standards are currently being assessed so that the Accountability outcomes reflect appropriately.

- Also, Vice Chairman Duncan wanted to know if the cost of the evaluation is paid for out of the current budget or if this will be an additional cost.

- Mr. James Ford remarked that he is in complete agreement with the statement that standardized testing is viewed as economically biased as some may look through the view of a traditional mindset. He also added, that standardized testing is viewed as culturally biased bringing to attention whether there is an adopted "cultural" process that breaks down what is usable and applicable in real life or a plan in place to map that out.

- Dr. Moody responded that the plan is not complete and is in process because this component is critically important, and she would love to have Mr. Fords thoughts and ideas pertaining to this.

- Mr. Todd Chasteen added high regards and pointed out that the information on interpersonal skills has taught him a great deal and he will be sharing this aspiration with his own family.

- Ms. White offered for each person to look at Ben Franklin and the story of electricity to gain the encouragement of success and not giving up.

4. REQUESTED UPDATE

    a. Innovative School District Update

        - It is recommended that the North Carolina State Board of Education receive and provide input to the activities and recommendations of the Innovative School District on a monthly basis.

- Dr. James Ellerbe began by expressing thanks to Superintendent Johnson, the Board, Dr. Stegall, and others for the opportunity to be back at DPI.

- Dr. Ellerbe shared information from the ISD's Educational Retreat and detailed Operational Strengths and Growth Areas.
- 5 Operational Strengths.
- Established community engagement & support.
- Garnered over $300,000 in federal grants
- Established monthly Innovative School District/Innovative School Operators meetings
- Implemented the 5NC New Teacher Support program (ECU-UNCP)
- Hired new ISD Superintendent (Leader).

- 5 Areas for Growth Areas
- Clarify & align internal and external stakeholder roles
- Increase communication with North Carolina State Board of Education.
- Establish clear operational procedures Progress monitor student outcomes & achievement
- Develop SBE Board policies.

- Dr. Ellerbe presented a timeline of recent and upcoming events and introduced Dr. Kenneth Bowen, the new ISD Principal.

- Dr. Oxendine welcomed and congratulated Dr. Bowen to this new position and shared that Dr. Bowen was a former UNC-Pembroke MSA student and she knows that he will do now just as he did in his school years, which will be, "obtain straight A's as the ISD principal".

- Dr. Oxendine shared that her 1 area of concern is teacher attendance so she would like for the Board to have a monthly update.

- Mr. Buxton stated that he lacks confidence in the operator's role and requests information on the role of the operator from a research perspective. Also, he stated that he wanted to know what is needed to hire committed "high quality operators" that will hit the ground running and turn a school around.

- Mr. Buxton confirmed that enrollment at Southside Ashpole was 240 students last school year, but currently 227 students. Mr. Ellerbe stated that originally student enrollment was projected to be 220 students, but enrollment could be higher as closing schools in Roberson County has 5th graders that may possibly come to Southside Ashpole Elementary.

- Ms. White requested evidence of communication between the operator and the ISD. Specifically, for the September 2019 meeting Achievement for All Children (AAC) should presently jointly to report on student enrollment and staff.

- Superintendent Johnson commended the ISD staff and stated that there was a lot of work ahead including pending legislative fixes. Also, he communicated that consideration should be given to not opening new schools within the ISD until processes are available and the needed support is in place.

- Dr. Ellerbe informed the Board that the Regional Support Team will be working with the ISD to provide support to students.

5. CONSENT ITEM

   a. EICS 5 - Submission of Restart Application for Wake County Public Schools

      - It is recommended that the SBE approve the restart applications submitted for Wake County Public Schools.

      - Ms. White provided a brief overview of the schools seeking Restart status. The following schools are requesting Restart status (Action):
      - Region Code School Code LEA School Planning Year Implementation Year:

        Creech Road Elementary 2019-20 2020-21
        Forestville Road Elementary 201920 2020-21
        Powell Elementary 2019-20 2020-21
        Timber Drive Elementary 2019-20 2020-21
        Wendell Elementary 2019-20 2020-21
        Beaverdam Elementary 2019-20 2020-21

      - Schools will complete a 1 - year planning period and have reviewed the financial obligations with the LEA's Chief Financial Officer.

B. 11:05 AM -- EDUCATOR STANDARDS AND PRACTICE (Dr. Olivia Oxendine, Chair and Ms. Amy White, Vice Chair)

- a. ES&P 1 - Recommendations from the Advisory Board on Requests for Exception from Teaching Licensing Requirements

- It is recommended that State Board of Education accept the Appeal Panel's recommendation(s).

- This item was discussed in closed session.

1. ACTION ON FIRST READING

    - It is recommended that State Board of Education accept the Appeal Panel's recommendation(s).

    - This item was discussed in closed session.

    a. ES&P 1 - Recommendations from the Advisory Board on Requests for Exception from Teaching Licensing Requirements

2. NEW BUSINESS

    a. Licensure Legislative Updates (Senate Bill 219 & House Bill 107)

        - It is recommended that the State Board of Education consider this information for any future policies that affect SB219 and HB107, including Accountability and Sanctions Models for EPPs.

        - SB 219 became law on July 1, 2019.

        - Timeline for Completion of Examinations – The SBE shall permit an applicant to fulfill any such examination

requirement before or during the third year of the IPL, provided the applicant took the examination at least once during the first year of the license.

- Definition of Initial Professional License (IPL) Senate Bill 599 states that an initial professional license or IPL is the following: A three-year nonrenewable license issued to an individual who has successfully completed a recognized educator preparation program and meets other requirements established by the State Board.

- Dr. Tom Tomberlin was introduced to present this item. In accordance to the monitoring and compliance for teachers with an Initial Professional License (IPL), the SBE shall direct the Department of Public Instruction to monitor the teacher's compliance with this section throughout the duration of the IPL. In the event a teacher is not in compliance with any of the requirements of this section, the Department shall notify the teacher.

SB219 - Section 1.1e Conversion to Continuing Professional License – The SBE shall not convert an IPL to a continuing professional license for a teacher who has not fulfilled the examination requirements of this section.

SB219 - Section 1.2 Elementary education (K-6) or special education general curriculum teachers with an initial professional license that is set to expire June 30, 2019, due to failure to fulfill the licensure examination requirements pursuant to G.S. 115C-270.15, shall be granted an extension until June 30, 2020.

SB219 - Part II Section 2.1 Limited License – Three-year nonrenewable license issued to an individual who meets

the requirements of this subdivision. – Requested by local board of education (LBE) who is currently employing or seeking to employ the individual – Used for continued employment in that local school administrative unit – Does not require individuals to demonstrate a passing minimum score on licensure exam(s). To Receive a Limited License (LL), one of the following must be met: IPL Licensee (all must be met). Issued IPL, but did not qualify for CPL. Local board of education (LBE) submits affidavit to SBE stating that the teacher is currently employed by that local board, is an effective teacher, and will be encouraged to continue to pursue a CPL. Affidavit signed by both the principal and superintendent for the school the teacher is assigned. Out-of-state licensee (all must be met). Holds current teacher licensure in another state in good standing

LBE submits affidavit to SBE stating that the local board seeks to employ the teacher, teacher has been employed as a licensed teacher in another state for at least three years and will be encouraged to pursue an IPL or CPL as appropriate.

Affidavit signed by only the superintendent for the local board of education seeking to employ the teacher.

SB219 - Section 2.2 Out-of-state applicants – Initial applications for a CPL for an individual with an out of state teacher's license shall require the applicant to provide evidence of that teacher's effectiveness, when available, as measured by the evaluation system used in that applicant's state of current licensure at the time of application, including any growth measures included in that evaluation system. – An individual who does not include evidence of that teacher's effectiveness with the initial application shall only be eligible for an IPL or LL.

SB219 - Section 2.3 In addition to the provisions for licensure provided by this section, a local school board

of education may request a three-year limited license for a military spouse who holds a current teaching license in another jurisdiction.

SB219 - Part III - Section 3 - Pay for Newly Employed Teachers with Experience Credit – Local board of education (LBE) determines experience credit for teacher during first year of employment with the board for purposes of paying the teacher with State-allotted funds in accordance with the State salary schedule. The LBE and teacher shall not be responsible for the repayment of any overpayment of State funds due to misapplication of experience credit for the first year of employment when determination of experience credit is done in good faith based on the teacher's verified prior employment record and SBE guidelines for awarding experience credit. Any LBE that does not use due diligence to verify prior employment will be responsible for repayment of any overpayment of State funds. Every Teacher is not entitled to the same pay on the State salary schedule for teachers for subsequent years of employment after the SBE determines the appropriate experience credit for that teacher and shall not be demoted if the SBE's determination of experience credit results in reduction of salary in subsequent years of employment.

SB219 - Part IV Section 4.1 Lifetime License – A license issued to a teacher after 30 or more years of teaching as a licensed teacher that requires no renewal. – A teacher shall be determined to have completed 30 or more years of teaching as a licensed teacher when the teacher holds a current North Carolina teaching license and has completed 30 or more years of creditable service with the Teachers' and State Employees' Retirement System.

SB219 - Part V Section 5 Emergency Rule-Making Authority – No more than 10 calendar days from effective date (July 1, 2019) of this act, SBE shall adopt

emergency rules for the implementation of this act. – Two proposed emergency rules approved by SBE during July SBE meeting . 16 NCAC 06C.0314 – Initial Professional License: Notification of Non-Compliance and Submission of Examination. Requirements. 16 NCAC 06C.0315 – Evidence of Teacher Effectiveness to be Submitted by Licensed Out-of-State Teachers Seeking a Continuing Professional License.

SB219 - Part VI Section 6 Effective Date This act is effective when it becomes law and, except as otherwise provided in this act, applies beginning with applications for teacher licensure submitted on or after the eighteenth day following the effective date of this act.

Requests to General Assembly Requests to General Assembly to amend Senate Bill 219 – Entry-level licensed teachers, including lateral entry and residency licensed teachers, to be granted the licensure exam extension as stated in Sections 1.1c and 1.2. – Allow current teachers with an entry-level license to be granted the licensure exam extension as stated in Section 1.1c. Section 6 states that this extension only includes applications starting on the 18th day following the effective date of this act.

HB107 Requires Two Actions from the State Board of Education

- (1) Adopt rules necessary to establish standards of performance to govern the continuing accountability of all EPPs. – Performance based on the standards and criteria for annual evaluations of licensed employees (NCEES). – Proficiency and growth of students taught by educators holding an initial professional license, to the extent practicable (EVAAS). – Results from an educator satisfaction survey, developed by the State Board with stakeholder input, performed at the end of

the educator's first year of teaching after receiving an initial professional license.

- (2) Develop a formulaic, performance-based weighted model for the purposes of comparing the annual report card information between each educator preparation program (EPP) pursuant to G.S. 115C-269.50.

- House Bill 107 Timeline

- Dr. Tomberlin communicated the decision deadline outlined in statute. By October 1, 2019, the State Board of Education shall adopt the rule required by G.S. 115C269.45(c1), as enacted by this act, and shall report on the rule to the Joint Legislative Education Oversight Committee

- Now to Mid-August: DPI prepares the models to inform decision making

- End of August: PEPSC Accountability Subcommittee meets to finalize accountability thresholds and models

- End of August: DPI collects feedback from EPP stakeholders on the models to contribute to PEPSC recommendations

- End of August/Beg Sept: Emergency PEPSC meeting to finalize recommendations to Board.

- Given the statutory deadline the Board would need to act at its September 2019 meeting

b. National Educator Preparation Accreditation - Accreditation of Quality Educator Preparation (AAQEP)

- It is recommended that the State Board of Education consider the state-level partnership agreement with AAQEP.

- Without objection, this item was moved to the August 8, 2019 SBE meeting.

C. 11:40 AM -- STUDENT LEARNING AND ACHIEVEMENT COMMITTEE (Mr. JB Buxton, Chair and Dr. Olivia Holmes Oxendine, Vice Chair)

1. ACTION ON FIRST READING

a. SLA 1 - Policy Delineating the Components of the Accountability Model (ACT-020)

- Dr. David Stegall presented the information about reading test implementation for the 2019–20 school year.

- New test forms will be constructed and administered, but no results will be reported until August 2020. – New academic achievement levels will be set Summer 2020 teacher panels will convene to recommend new levels

- Dr. Stegall stated that the State Board of Education will approve new levels at its August 2020 meeting.

- The Impact

The Beginning-of-Grade 3 (BOG3) test will not be a new form until fall 2020

Not enough time to build a form from field test data collected in May/June 2019

Even if a form could be built, not possible to conduct standard setting only on BOG3

1st The Solution

Administer the Beginning-of-Grade 3 test from 2018–19

Report student performance for Read to Achieve use only

Results not used for accountability calculations

2nd Solution

For 2019–20, the Read to Achieve standard continues to be the 2018–19 standard

Supported by the close alignment of the new content standards to the assessment.

Enables the fulfillment of Read to Achieve throughout the 2019–20 school year:

Local Alternative Assessments

Grade 3 EOG Retest/Read to Achieve Test

Identification for Reading Camps

- It is recommended that the revisions to ACCT-020 (Accountability Model Components) be approved effective for the 2019–20 school year only.

b. SLA 2 - Career and College Ready Graduates (CCRG) Update

- Dr. David Stegall shares that it is recommended that the State Board of Education approve the proposed timeline for implementation of Phase 1 in the 2019-20 school year.

- Dr. Stegall stated that the beginning of Phase 1 will be in Spring of 2020 and it begins with a small number of schools aligned to NCCCS RISE program.

- The Statewide Implementation happens in 2020-21 pending funding for a platform

CCRG Proposed Content / CCR-Learning Outcomes

EdReady English

CCRG Reading/Writing Activities and Assessments

English IV: NC Standard Course of Study

CCRG-Enhanced English IV

- Successful completion of 17 modules will ensure high school students will be remediation-free and placed in credit-bearing courses at NC's community colleges

17 EdReady Math Modules/ Mathematics (4th Level): NC Standard Course of Study

CCRG-Enhanced 4th Level Math

- Content based on NROC Project/EdReady Online Program, "Math and English readiness system to help students avoid time and cost of remedial courses"

- Successful completion of specific modules will ensure high school students will be remediation-free and placed in credit-bearing courses at NC's community colleges.

- Dr. Oxendine requested a list of the schools that are a part of RISE along with the associated community college campuses.

2. ACTION

    a. SLA 4 - Mathematics Standards Setting

- The NCDPI recommends that the State Board approve the recommended policy descriptors, academic achievement level descriptors and scale scores for each academic achievement level for the mathematics grades 3–8 end-of-grade assessments, the high school end-of-course assessments, and their associated alternate assessments (NCEXTEND1)

- Policy Descriptors for General Mathematics 5 are Not Proficient, Level 3, Level 4, and Level 5:

- Students who are Not Proficient demonstrate inconsistent understanding of grade level content standards and will need support.

- Students at Level 3 demonstrate sufficient understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.

- Students at Level 4 demonstrate a thorough understanding of grade level content standards and are on track for career and college.

- Students at Level 5 demonstrate comprehensive understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

- Policy Descriptors for NCEXTEND1 Mathematics will be Not Proficient, Level 3 and Level 4:

- Students who are Not Proficient demonstrate inconsistent understanding of the North Carolina Extended Content Standards and will need significant support.

- Students at Level 3 demonstrate sufficient understanding of the North Carolina Extended Content Standards, though some support may be needed to engage with content at the next grade/course.

- Students at Level 4 demonstrate a thorough understanding of North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education.

- Mr. James Ford discussed the topic relating to the principal's access to review reports that track students' progress.

- Vice Chairman Duncan voiced his concerns to the metaphoric language of education, but more so is concerned with the response that could result from a child who wants to go further in their education that is experiencing a not so good reporting verbalized in words such as proficient and not proficient damaging his or her desire to move forward at an early age.

- Dr. Howard shared the technical advisors are already weighing towards getting away from the verbiage but clarifies that the actual verbiage is to provide information to the parents on what their students know

and are able to do through the individual Student Reporting.

- Approval of the standard settings will be August 8, 2019.

b. SLA 5 - Policies Governing Services for Children with Disabilities: Autism Spectrum Disorder (AU) - (EXCP-000)

- It is recommended the State Board of Education approve the amendment of Policies Governing Services for Children with Disabilities effective January 1, 2020. The Exceptional Children Division will provide an implementation plan and guidance document to general and special education teachers, directors and administrators. There will also be a guidance document for parents.

- Ms. Sherry Thomas stated that this item was initially presented to the State Board of Education in June 2019.

- She shared how policy change Q&A opportunity had taken place at eight centrally located regional parent forums across the state.

- This policy change item will remain in discussion and be presented for action at the September 2019 Board meeting.

c. SLA 3 - Revised Standards for Mathematics (4th Level) (SCOS-002)

- It is recommended that the State Board of Education approve the revised standards for 4th level Mathematics at the August 2019 meeting.

- Ms. Christie Elbert reflected on Standards for Mathematical Practice to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity in repeated reasoning, use strategies and procedures flexibly, reflect on mistakes and misconceptions.

- North Carolina Standard Course of Study Pre-calculus Recommendations Approved by the SBE February 2019 modified the current Pre-calculus Course, modified discrete mathematics – to connect to computer programming/coding standards (Discrete Mathematics for Computer Science), create an NC Math 4 course – included extended content in Algebra & Functions, Statistics & Probability, and other topics that extended from NC Math 1-3.

3. NEW BUSINESS

    a. ECATS Update

- Ms. Carl Ann Hudgens provided demonstration of the new ECAT platform to the Board.

- Superintendent Johnson requested that another demonstration be provided at a future meeting.

b. Innovative Assessment Pilot Update

- It is recommended the State Board of Education provide input on the development of the innovative assessment being developed s approved by the U.S. Department of Education

- Dr. Howard discussed that this is a pilot with no funding and all Federal assessment laws must be upheld.

- Dr. Howard stated that there are three other states approved for the innovative assessment pilot. In addition, North Carolina is in the initial planning year and there are four additional years for assessment development. She quoted information from a letter from the US Department of Education which outlined that the assessment must to allow for inclusion of all students in the accountability model in the development of the pilot. Also, as the model is developed, stakeholders must be included throughout the process.

- Important information about the innovative assessment pilot:

- Designed with a 2-hour administration time for all students

- Actual test items may not be available for review, reports will include summary references about each

item and sample items for teachers to review NCPAT 3 8

- All students have opportunity to be proficient on NCPAT3

- Items will be written with an accompanying descriptive summary that will indicate what is being measured and provide a general description for each multiple-choice response option

- Dr. Howard stated that it has been determined that students who participate in the pilot will not have to participate in end-of-grade assessments.

- Mr. Smith asked if the design of the innovative model would allow teachers to get back reports of performance and student growth more quickly.

- Dr. Howard answered that the achievement level would be available as is typical now, the same day or next day, but the growth analysis cannot be calculated until all students have been tested.

c. Computer Science Initiative Update

- Dr. Hemphill shared the Computer Science Steering Committee recommendations to the State Board of Education on the note that this is the first time Computer Science will be in elementary schools.

- Amend necessary SBE policies to allow Computer Science to become a NCSCOS by August 2019

- Grant permission for the development of a NC Computer Science Framework & Implementation Plan to support the NC CS Initiative by April 2020

- Grant permission to move forward with the future development of the K-12 Computer Science Standards by April 2020

- Approve Computer Science as a NCSCOS by April 2020 .

- In order to target educational stakeholders whom are already engaged in Computer Science, their department had to reach out to educators at all levels of the educational system across the state by way of:

  AP & IB digital newsletter

  CS teachers at the Summer CTE Conference

  CS Discoveries & CS Principles Meetings

- Data from the last two years show that states with policies aimed at increasing the volume of CS classrooms have not seen increased participation by girls but that boys still make up the overwhelming majority of students in CS classrooms in lieu of addressing the gender gap.

- Dr. Hemphill said the goal is to make sure each and every student has the opportunity beyond high school to go into the work force world informed, employable and successful when they get there.

- The #IAmCS Campaign will move the needle in NC when it comes to the staggering gender & equity gap for NC students in the Computer Science ecosystem by showing K-12 students possibilities for their future in realistic & tangible ways, assuring women across NC representing "diversity by industry" and other NC-based organizations, entities, & industries using high-powered visualizations.

- Dr. Hemphill included the fact that there are NC districts such as Moore County that are early adopters of principles of the NC CS Initiative along the K-12 continuum.

- Dr. Bridgett Johnson referenced Moore County Schools philosophy for Computer Science/STEM's Integration Journey as viewing Teachers as Leaders with K-5 Engineering teams using a Thread Engineering/Design Process in the Coaching Role as Digital Integration Facilitators (DIFs).

- In sharing of information into The Framing Vision of #IAmCS Computational Thinking Dr. Johnson defined it as the thought process that involves the formulating a problem and expressing its solution in a way that a computer can effectively carry out and the importance. (It is a way to solve problems, to design systems and understand human behaviors that draws on this concept.)

- Our 1st reason for success, Dr. Johnson says is credited to the instructional teachers who have participated in several curriculum workshops this past summer and 3 additional years prior.

- The 2nd reason for success from Dr. Johnson was the K-5 Engineering Thread that was built in Fall 2017 and its aligned to instructional frameworks.

- Dr Bridgett Johnson shared that this framework is teacher developed & tested with the Involvement of 2 engineering projects/tasks per grade level, leading to explosive teacher/DIF led growth.

- Mr. Steve Johnson shared with the Board the Engineering/Design process as a flexible and problem-solving process that builds productive failure into the classroom but breeds perseverance and growth in the students mindsets in which will be applied across all content areas & can be connected easily to standards 8 NC Digital Learning Competencies: Leadership in Digital Learning Promotes open, lifelong learning as an iterative process of success, grit, and perseverance.

- Additionally, Mr. Johnson gave positive feedback in the productivity that helped in building perseverance and growth of the students' mindsets from utilizing the Teachers Leadership Strand of promoting open life-long learning as an enervative process of success.

- In sharing, Mr. Johnson mentioned the K-5 students as the catalyst for a system-wide change in which

Immediately & necessarily engaged their minds with using the 4 C's (critical thinking, creativity, collaboration, communication) causing an Incredible year-over-year growth in ability to work in teams to accomplish tough tasks such as Robotics and programming as the on-ramp toward design thinking.

- Mr. Johnson shared some other highlighted points of information pertaining to how Robotics is now in 23 schools within 5-plus years, 3 NC Digital learning Grants were obtained and how the Implementation Grant helped in moving CS from only K-5 into 6-12 grade classes.

- In closing, Mr. Johnson gave many reasons for the explosive growth that has been tracked from the help of the DIF (Digital Integration Facilitator) Team: Teacher Support, Support from Senior Levels - Direct Involvement, DLI Grants adding fuel to the fire of Ongoing Challenges and Changing mindsets particularly in 6-12, and the Middle school gap being identified - scheduling / mindset shift – building of essential bridges.

- Teacher of the Year, Mariah Morris, spoke of the two things that set the catalyst for change in motion for her in effort of reaching the students of NC with Computer Science was recognizing the teachers who are not as comfortable with technology first in order for that to trickle down to students who's engagement factor of lessons are learned outside of traditional settings.

- Secondly, Ms. Morris considers equity as an issue faced by students as they will be expected to be well versed in STEM and CS Programs by year 2019. She pointed out that in the national studies, research shows that CS

and STEM does follow the traditional lines of equity. In response to this TOY Morris shared also that the research shows that students from a diversity of backgrounds who are systematically exposed to STEM and CS at a K-5 level are resulting in all of those students being able to compete on a global level of success.

4. REQUESTED UPDATE

    a. Monthly Reading Diagnostic Tool Update

        - Mr. Buxton referred the Board to information provided on eboard for their review. No formal presentation was provided for this item.

    b. Read to Achieve (RtA) Framework Crosswalk

        - Mr. Buxton informed the Board that this item would be presented to the Board at its September meeting.

5. CONSENT ITEM

    a. SLA 6 - Exceptional Children State Hearing Officer Appointment

        - The Exceptional Children Division would like to recommend the appointment of Dr. Joe Walters and Dr. John V. Robinson as State Hearing Review Officers to carry out the requirement of NC second tier review system.

        - Following the committee presentations, Chair Davis thanked the staff and others participating in the August 7, 2019, State Board of Education meeting. He informed online listeners and others that the Board would break for lunch and would then go into closed

session. Also, the meeting would immediately conclude at the end of the closed session.

D. 12:55 PM -- LUNCH

III. 1:30 PM -- CLOSED SESSION

IV. 6:30 PM -- OPEN SESSION/ADJOURN

- Chair Davis requested a motion to go into closed session.

- The motion passed.

Motion made by: Alan Duncan
Motion seconded by: Reginald Kenan
Voting
Eric Davis - Yes
Dan Forest - Not Present
Reginald Kenan - Yes
Dr. Olivia Oxendine - Yes
Todd Chasteen - Yes
Amy White - Yes
Alan Duncan - Yes
JB Buxton - Yes
Jill Camnitz - Yes
James Ford - Yes

Chairperson

Secretary

Exhibit IV-10: Testing and Accountability Updates Webinar

Public Schools of North Carolina

Testing and Accountability Updates

August 12, 2019

Tammy Howard, Ph.D.
Director of Accountability Services

Maxey Moore
Section Chief of Test Development

Agenda

- Mathematics Academic Achievement Standards (effective 2018–19 school year)
  - Individual Student Reports
  - Higher Level Math Requirement
- Legislative Update
- Innovative Assessment Demonstration Authority

Background

- State Board of Education adopted new mathematics content standards for grades 3–8 (2017) and for high school courses (2016)
- To align what is measured to what is taught, new mathematics tests were implemented in the 2018–19 school year
- New tests aligned to newly revised content standards required setting new expectations for students: Academic Achievement Levels
  - Provide a description of what students know and are able to do with respect to the SBE adopted content standards

Assessment Design

- Determine the number of academic achievement levels
  - Previous edition had five levels
  - New mathematics assessments designed to report four levels
    - Drafted policy descriptors for what students know and can do at each level
    - Held stakeholder feedback sessions
    - Discussed with SBE in July

Policy Descriptors Input

- Gathered input from stakeholders on the names for academic achievement levels
  - Dr. Stegall met with 12 districts that represent one-half of the state's student population
  - Regional Accountability Coordinators discussed with district leaders in their regions
  - Accountability Services held a webinar with the Testing and Growth Advisory and the CCB
  - In all, 36 districts and 4 charter schools

Policy Descriptors for General Mathematics

Not Proficient	Level 3	Level 4	Level 5
Students who are Not Proficient demonstrate **inconsistent** understanding of grade level content standards and will need support.	Students at Level 3 demonstrate **sufficient** understanding of grade level content standards though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a **thorough** understanding of grade level content standards and are on track for career and college.	Students at Level 5 demonstrate **comprehensive** understanding of grade level content standards, are on track for career and college, and are prepared for advanced content at the next grade/course.

Policy Descriptors for NCEXTEND1 Mathematics

Not Proficient	Level 3	Level 4
Students who are Not Proficient demonstrate **inconsistent** understanding of the North Carolina Extended Content Standards and will need significant support.	Students at Level 3 demonstrate **sufficient** understanding of the North Carolina Extended Content Standards, though some support may be needed to engage with content at the next grade/course.	Students at Level 4 demonstrate a **thorough** understanding of North Carolina Extended Content Standards and are on track for competitive employment and post-secondary education

Standard Setting Workshops

- Reviewed plan with NC Technical Advisors
- Contracted with Data Recognition Corporation to conduct the process
- Retained Dr. Greg Cizek to serve as an external evaluator of the process
- Recruited approximately 100 teacher/educators to participate in the workshops held July 8–11

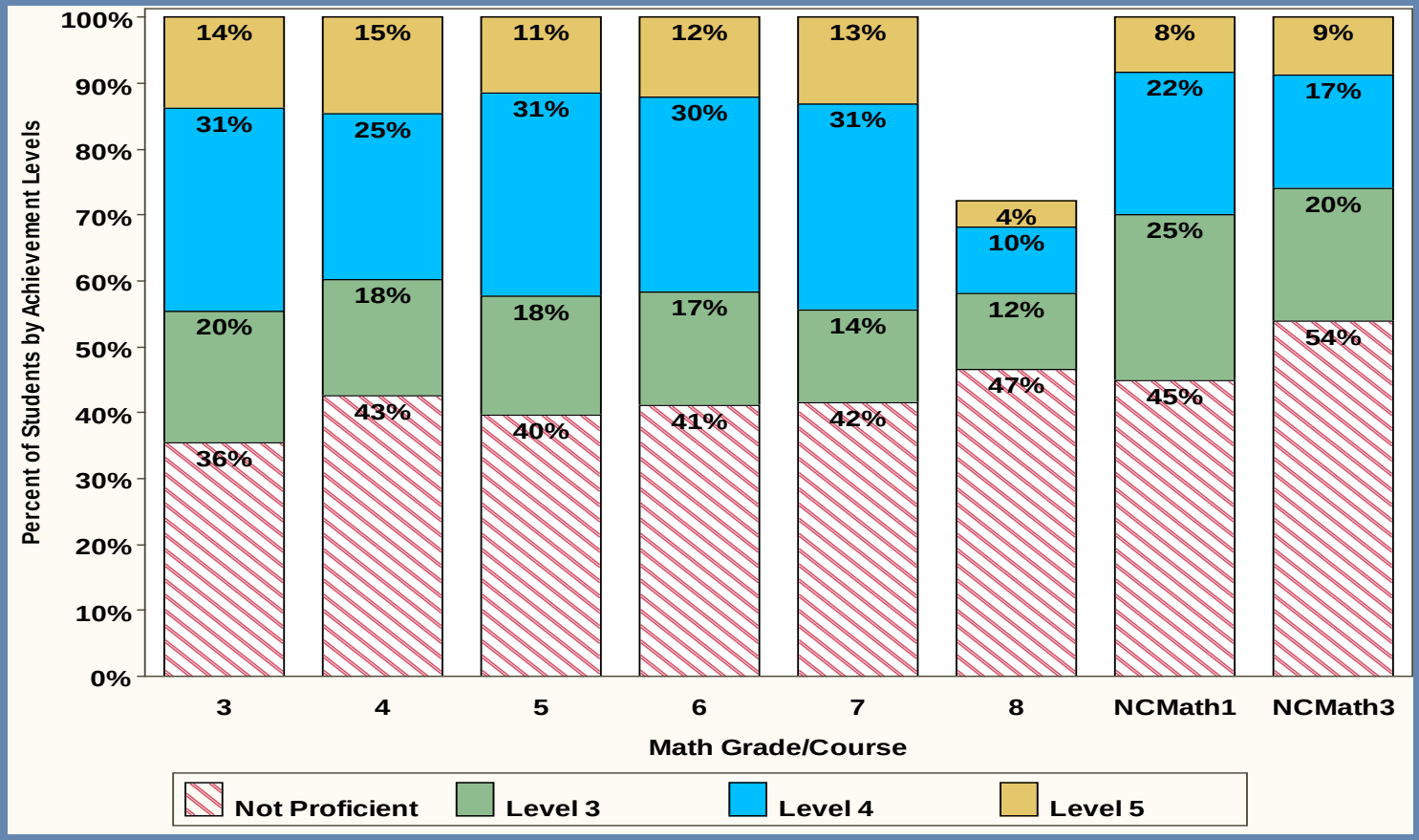
Participating Teachers/Educators

- Ensure participating teachers/educators reflect the state demographics
  - White (66%), Black (24%), Other (10%)
  - Female (83%), Male (17%)
  - Rural (48%), Suburban (31%), Urban (21%)
- Experience/Educational Level
  - Approximately half (51%): 16 years or more
  - Master's degree or higher (59%)

Standard Setting Processes

- Draft Academic Level Descriptors (ALDs)
- Define Threshold Criteria and Recommend cuts for each Level
- Vertical Articulation
- Adoption of Achievement Levels Recommendations (SBE)

Recommended Achievement Levels Mathematics Standard Setting 2019



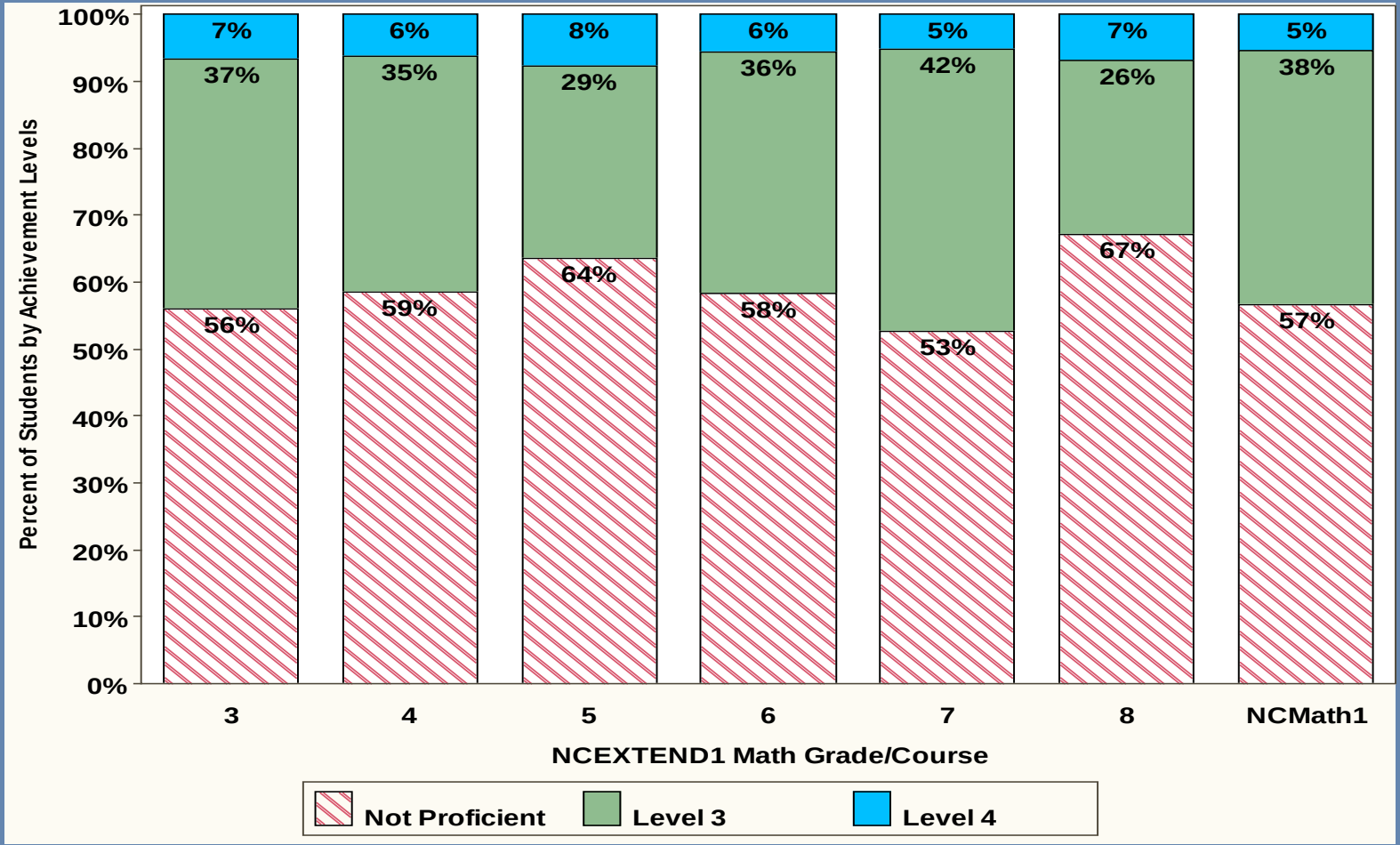
* Due to rounding, the total percent for each grade/course may not total 100%
* For general mathematics, approximately 27% of students take the NC Math 1 assessment instead of the grade 8 assessment. These students, typically high-achieving, are not included in the grade 8 population. To help the reader see the trends in the data more easily, the impact data for grade 8 sum to 73%.

Recommended EOG and EOC Mathematics Achievement Levels 2019

	Achievement Levels	Mathematics Grade/Course							
		3	4	5	6	7	8	NCMath1	NCMath3
	Level 5	14%	15%	11%	12%	13%	4%	8%	9%
	Level 4	31%	25%	31%	30%	31%	10%	22%	17%
	Level 3	20%	18%	18%	17%	14%	12%	25%	20%
	Not Proficient	36%	43%	40%	41%	42%	47%	45%	54%
2019	***Levels 3 and Above***	***65%***	***58%***	***60%***	***59%***	***58%***	***26%***	***55%***	***46%***
2018	***Levels 3 and Above***	***63%***	***55%***	***58%***	***51%***	***50%***	***21%***	***57%***	***N/A***

*Due to rounding, the total percent for each grade/course may not total 100%

Recommended Achievement Levels NCEXTEND1 Mathematics 2019



* Due to rounding, the total percent for each grade/course may not total 100%

Recommended Achievement Levels NCEXTEND1 Mathematics 2019

	Achievement Levels	Mathematics Grade/Course						
		3	4	5	6	7	8	NC Math 1
	Level 4	7%	6%	8%	6%	5%	7%	5%
	Level 3	37%	35%	29%	36%	42%	26%	38%
	Not Proficient	56%	59%	64%	58%	53%	67%	57%
2019	*Levels 3 and Above*	***44%***	***41%***	***37%***	***42%***	***47%***	***33%***	***43%***
2018	*Levels 3 and Above*	***46%***	***58%***	***53%***	***47%***	***35%***	***37%***	***59%***

*Due to rounding, the total percent for each grade/course may not total 100%

Next Steps

- Update Internal Results Review with mathematics results: August 12
- Provide Individual Student Reports for the 2018–19 mathematics results: August 15
  - Delivered through Secure Shell
- Provide WinScan update: August 26
  - For mathematics, sub-scores are not reported due to feedback from federal peer review
- Note: Students who score Level 5 or higher must have access to higher level content/course, if available, unless parent/guardian opts-out

Public Schools of North Carolina

Legislative Updates

Legislative Update

- Session Law 2019-142 (House Bill 411)
  - One point for each percent of students who either (i) achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness or (ii) are enrolled in Career and Technical Education courses and score at Silver, Gold, or Platinum levels on a national normed test of workplace readiness.

Legislative Update

- SESSION LAW 2019-154 (House Bill 362)
  - The overall school performance grade shall be based on the following scale…
  - A school performance score of at least 85 is equivalent to an overall school performance grade of A.
  - A school performance score of at least 70 is equivalent to an overall school performance grade of B.
  - A school performance score of at least 55 is equivalent to an overall school performance grade of C.
  - A school performance score of at least 40 is equivalent to an overall school performance grade of D.
  - A school performance score of less than 40 is equivalent to an overall school performance grade of F.

Public Schools of North Carolina

Innovative Assessment Demonstration Authority

Innovative Assessment Demonstration Authority (IADA)

- Intended to encourage the development of innovative assessments that meet federal requirements
- May be approved for up to seven states
  - In addition to North Carolina, three other states have been approved: New Hampshire, Louisiana, and Georgia
- Initial planning year and additional four years for development

Innovative Assessment Demonstration Authority (IADA)

- Does not include any funding; the State assumes the cost
- Assessment design must meet federal law and peer review requirements
- Must allow for inclusion of all students in the accountability model
- Must include stakeholder input throughout the process

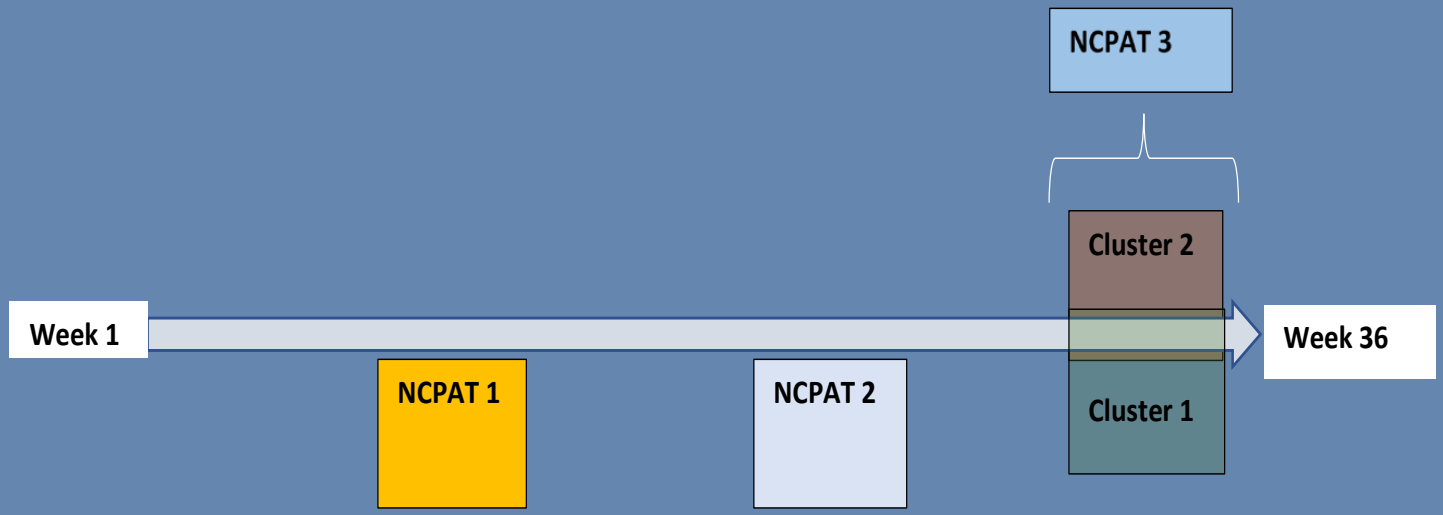
Proposed Design

- Informed by feedback from the Summative Assessment Task Force who recommended a through-grade model (July 2015), and
- By feedback from the development and implementation of NC Check-Ins (initial year 2015–16)

Proposed Design

- Reading: Content standards spiraled so all are assessed each time
- Mathematics: Standards to be assessed at specified points throughout the year
- Timely feedback to give opportunity for additional instruction

North Carolina Personalized Assessment Tool (NCPAT) System



NCPAT1 and NCPAT 2

- Low stakes with less test security and accessible administration policies
- Designed with a 2 hour administration time for all students
- Actual test items may not be available for review, reports will include summary references about each item and sample items for teachers to review

NCPAT 3

- All students have opportunity to be proficient on NCPAT3.
- Educators will get an immediate detailed report on student performance by standard for content covered during the third trimester. Actual test items will not be available for review, but these reports will include summary references about each item.
- Items will be written with an accompanying descriptive summary that will indicate what is being measured and provide a general description for each multiple-choice response option.

Next Steps

- Continue to gather feedback from stakeholders
  - Districts and charter schools
  - Existing groups such as the Testing and Growth Advisory
  - External groups representing teachers, parents, students with disabilities, English learners, civil rights, representatives of Indian tribes located in the state, etc.
  - North Carolina Technical Advisors

Next Steps

- Determine participation to meet required study/demographic sample
  - Will the schools be selected for all years or on a year-by-year basis?
  - Will the schools that volunteer serve as the study/demographic sample of the state?
  - Will schools outside of the study/demographic sample be allowed to participate?

Questions

Exhibit IV-11 2019 Test Coordinators Conference Presentation

Public Schools of North Carolina

Innovative Assessment Demonstration Authority

September 9–10, 2019

Tammy Howard, Ph.D.
Director of Accountability Services

Maxey Moore
Section Chief of Test Development

Innovative Assessment Demonstration Authority (IADA)

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Proposed Design

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- By feedback from the development and implementation of NC Check-Ins (initial year 2015–16)

Proposed Design

- Mathematics: Standards to be assessed at specified points throughout the year
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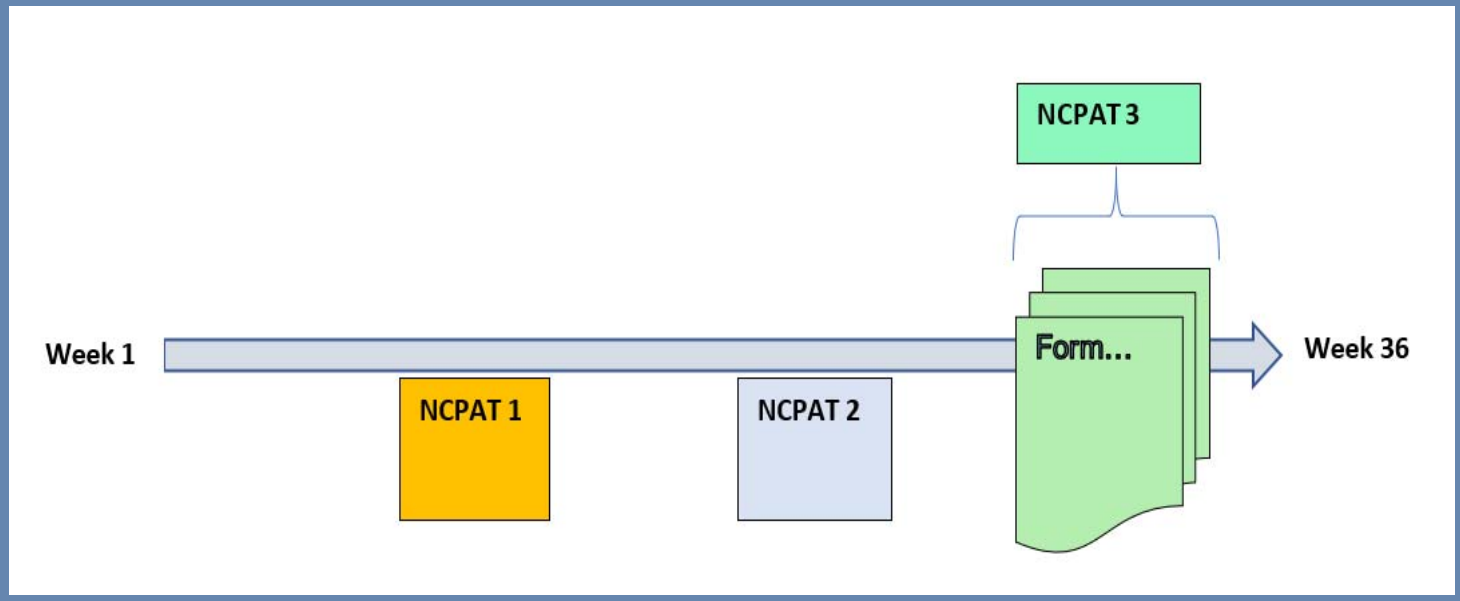
North Carolina Personalized Assessment Tool (NCPAT) System



NCPAT 1 and NCPAT 2

- Low stakes with more flexible administration policies
- Designed for minimal administration time
- Actual test items may not be available for review
  - If items are not available for review, reports will include summary references about each item and sample items for teachers to review

NCPAT 3

- This is a standard test administration
- Students will receive an academic achievement level for state and federal reporting
- Educators will get an immediate detailed report on student performance by standard for content covered during the third trimester
  - Items covering the third trimester will not be released

Also, noted…

- All administrations will be online
  - Only those who cannot access online will have a paper/pencil option
- Students who do not have a NCPAT 1 **and** NCPAT 2 score would have to take a full end-of-grade assessment
- There is interest in other item types, such as performance items which may delay scoring if these items were included on NCPAT 3
  - There is potential to include locally-scored performance items for NCPAT 1 and 2

Questions

- What issues need to be addressed?
- What would diminish support of the pilot?
- What can the pilot provide that would be an improvement to what we currently have in place?
- What should the pilot avoid?
- What should be included in the pilot?

Stakeholder Input

- Continue to gather feedback from stakeholders
  - Districts and charter schools
  - Existing groups such as the Testing and Growth Advisory
  - External groups representing teachers, parents, students with disabilities, English learners, civil rights, representatives of Indian tribes located in the state, etc.
  - North Carolina Technical Advisors

Questions

- How can we ensure our stakeholders have an understanding of the assessment pilot?
- Whom should we include and how should we gather this information?
  - Webinars
  - Surveys

Next Steps

- Determine participation to meet required study/demographic sample
  - Will the schools be selected for all years or on a year-by-year basis?
  - Will the schools that volunteer serve as the study/demographic sample of the state?
  - Will schools outside of the study/demographic sample be allowed to participate?

Questions

Exhibit IV-12 Test Coordinators Conference IADA Summary

Test Coordinators Meeting

Innovative Assessment Demonstration Authority Test Coordinators Meeting Sessions

September 9–10, 2019

Background:

1. The NCDPI Accountability Services annually gathers LEA-level and charter school Test Coordinators statewide for a one-and-a-half-day training event, providing professional development sessions for new test coordinators, training on data, accountability and testing platform updates, and other relevant information as needed.

Purpose:

1. For the 2019–20 Test Coordinators Meeting, the NCPDI provided three rotating sessions over the course of both days to ensure each LEA and district charter representative would attend the overview session introducing the NCDPI's IADA Proposal and Addendum.
2. The NCDPI presenters (Dr. Tammy Howard, Dr. Kinge Mbella, and Maxey Moore) sought to elicit conversation and feedback with the district and LEA participants throughout each hour and fifteen-minute presentation to inform the direction of the IADA planning and pilot priorities.

Stakeholder Concerns and Requests:

1. Multiple concerns were raised regarding the challenge of Mathematics standards sequencing; NC is a local control state with state adopted content standards and locally enacted curricula. While the NC Check-Ins are a valued product statewide, not all districts adopted the interim assessment due to pacing conflicts. A request was made to not simply extend the NC Check-Ins sequence for the IADA pilot as it did not reflect all curriculum sequencing statewide.
2. Requests to allow for administration timeline flexibility (locally determined administration date following relevant instruction) for the mathematics assessments (similar in structure to the structure of the NC Check-Ins for Science), rather than fixed and defined windows.
3. Consider transitioning the additional grade-level rollouts to support a cohort model for research purposes and provide students experience continuity.
4. Request to maintain a series of three interim assessments (follow the model of NC Check-Ins) rather than only two interims for the IADA Addendum proposal.

Takeaways and Follow-ups:

1. Continue to thoughtfully consider how to frame the formative purpose of the interim assessments, the adaptive summative assessment and increased measurement precision, and how to convey that all students will continue to be assessed fairly on grade-level content standards.

2. Prior to implementing the pilot assessments, NCDPI should provide talking points documents for various audiences (a framework for district TCs, principals, teachers, etc.) to maintain clear messaging

Exhibit IV-13 Sandhills Regional Education Service Alliance

Public Schools of North Carolina

Sandhills RESA

October 4, 2019

Tammy Howard, Ph.D.
Director, Accountability Services

Updates

- New Reading Assessments (EOGs and English II EOC)
  - Delayed Scoring/Standard Setting
- Having discussions regarding the exit criteria for English learners
- NC Final Exams

Innovative Assessment Demonstration Authority

Public Schools of North Carolina

Innovative Assessment Demonstration Authority (IADA)

- Intended to encourage the development of innovative assessments that meet federal requirements
- May be approved for up to seven states
  - New Hampshire and Louisiana have been approved
  - Georgia has applied
- Does not provide funding
- Initial planning year and additional four years for development

Innovative Assessment Demonstration Authority (IADA)

- Does not include any funding; the State assumes the cost
- Initial planning year and additional four years for development
- Assessment design must meet federal law and peer review requirements
- Must allow for inclusion of all students in the accountability model

Proposed Design

- Informed by feedback from the Summative Assessment Task Force who recommended a through-grade model (July 2015), and
- By feedback from the development and implementation of NC Check-Ins (initial year 2015–16)

Proposed Design

- Mathematics: Standards to be assessed at specified points throughout the year
- Reading: Content standards spiraled so all are assessed each time
- Timely feedback to give opportunity for additional instruction

NCPAT1 and NCPAT 2

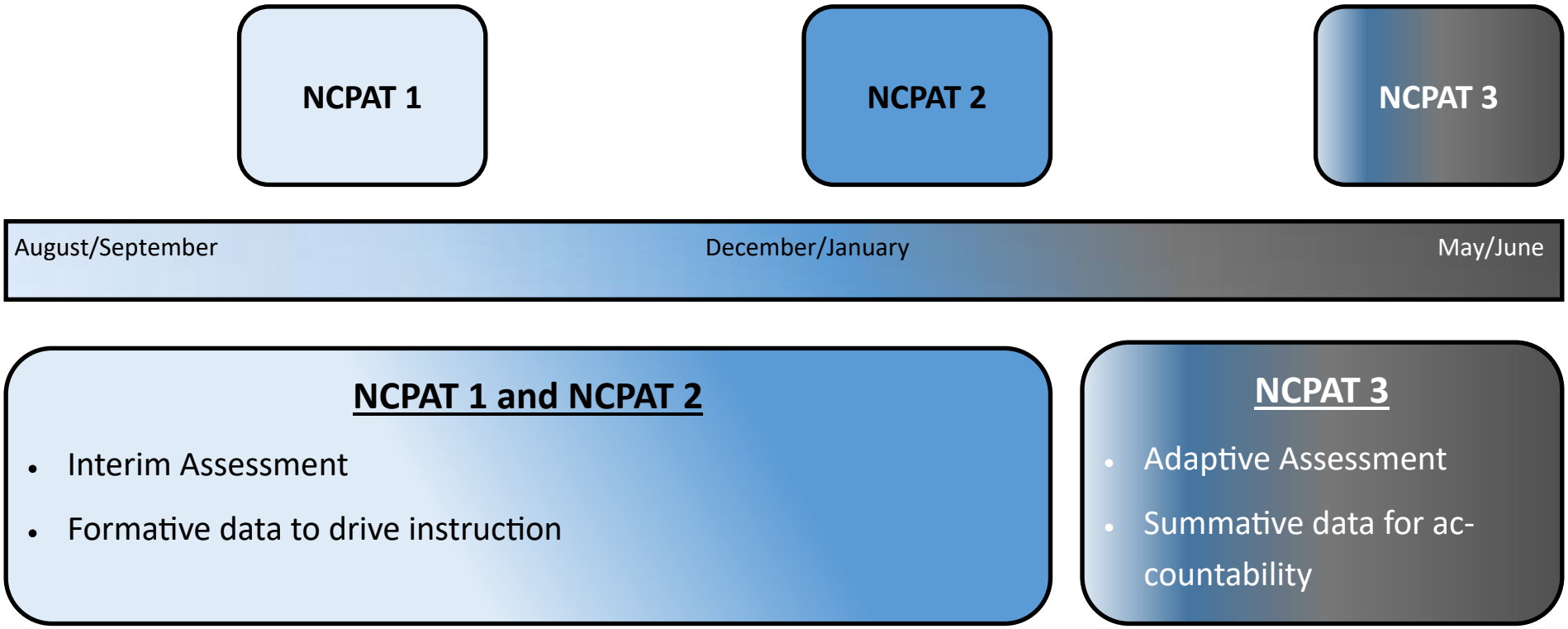
- Low stakes with minimal test security and administration policies.
- Designed with a 2 hour administration time for all students.
- Detailed report on student performance by standard. Actual test items may not be available for review, but these reports will include summary references about each item and sample items for teachers to review.

NCPAT 3

- All students have opportunity to be proficient on NCPAT3
- Educators will get an immediate detailed report on student performance by standard for content covered during the third trimester. Actual test items will not be available for review, but these reports will include summary references about each item.
- When items are written they will be associated with descriptive summary of what they measure and a general description about each response option for multiple-choice items.

Exhibit IV-14 Academic Leaders Advisory Council

North Carolina's Innovative Assessment Proposal

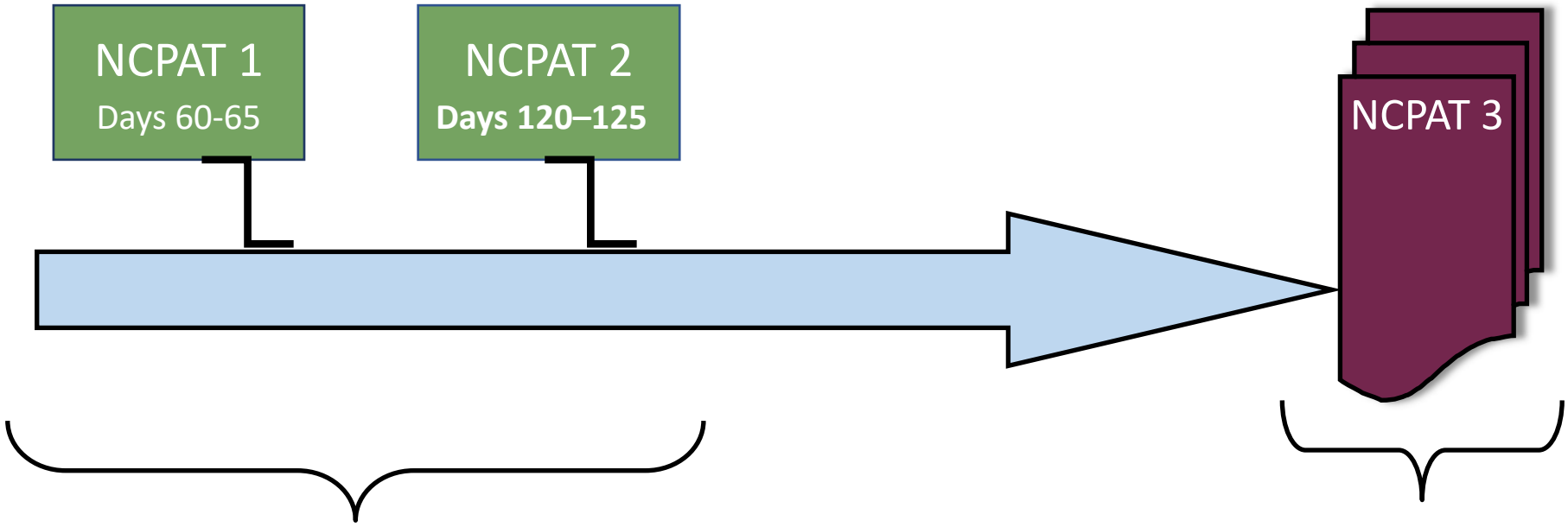


NCPAT 1 and NCPAT 2

- Interim Assessment
- Formative data to drive instruction

NCPAT 3

- Adaptive Assessment
- Summative data for accountability



Formative Uses

- Subset of standards for mathematics
- All standards for ELA
- Provide information for NCPAT 3

Accountability Uses

- Matrix sampling of full depth and breath of the grade level content standards

NCPAT 1 and 2 are required for NCPAT 3.

Without NCPAT 1 or 2, students will take EOG.

Exhibit IV-15 Central Carolina Regional Education Services Alliances (CCRESA) Board of Directors Meeting

Public Schools of North Carolina

Central RESA District Superintendents

Tammy Howard, PhD
Director of Accountability Services
North Carolina Department of Public Instruction

October 25, 2019

Innovative Assessment Demonstration Authority (IADA)

- Intended to encourage the development of innovative assessments that meet federal requirements
- May be approved for up to seven states
  - New Hampshire, Louisiana and Georgia have been approved
  - Each state has a different approach to developing an innovative assessment

Innovative Assessment Demonstration Authority (IADA)

- Does not include any funding; the State assumes the cost
- Initial planning year and additional four years for development
- Assessment design must meet federal law and peer review requirements
- Must allow for inclusion of all students in the accountability model

Proposed Design

- Informed by feedback from the Summative Assessment Task Force who recommended a through-grade model (July 2015), and
- By feedback from the development and implementation of NC Check-Ins (initial year 2015–16)

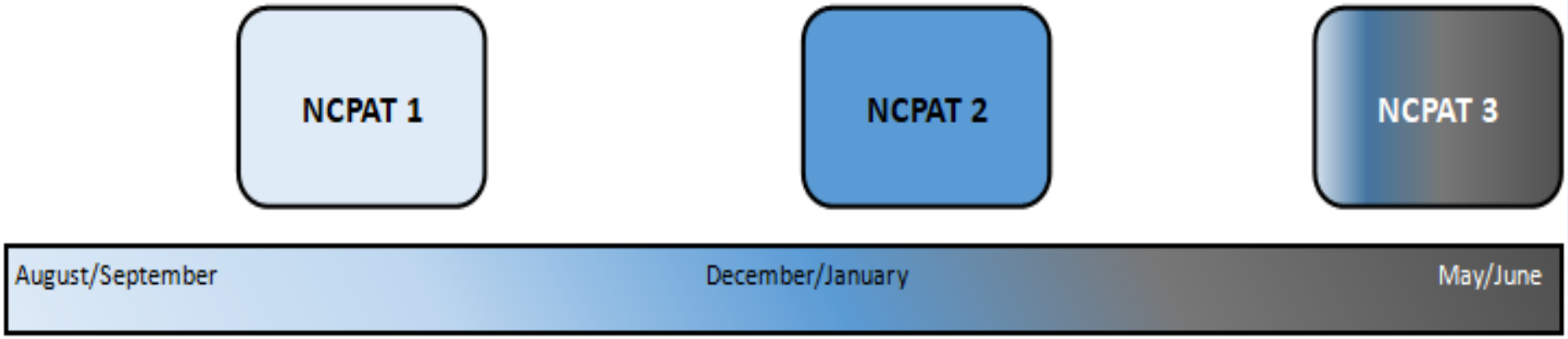
Proposed Design

- Mathematics: Selected standards to be assessed at specified points throughout the year
- Reading: Content standards spiraled so all are assessed each time
- Timely feedback to give opportunity for additional instruction
- Administered online

North Carolina Innovative Assessment Proposal

- The proposed design will comprise of 3 assessment opportunities throughout the year:
  - NCPAT 1- 1/3 of the way through the school year
  - NCPAT 2 – 2/3 of the way through the school year
  - NCPAT 3 - (Last 10 days of School Year)
  - NCPAT 1 and NCPAT 2 will be designed as interim assessments to primarily serve formative purposes
  - NCPAT 3 will be an adaptive summative assessment that will rely on information from NCPAT 1 and NCPAT 2 to ensure students are given an optimal opportunity to demonstrate their ability

North Carolina's Innovative Assessment Proposal



NCPAT 1 and NCPAT 2

- Interim Assessment
- Formative data to drive instruction

NCPAT 3

- Adaptive Assessment
- Summative data for accountability

NCPAT 1 and NCPAT 2

- Designed with a 2-hour administration time for all students
- Detailed report on student performance by grade-level, specific content standards and by item
- Review window allows teachers and students to access test items to address misconceptions after testing

NCPAT 3

- NCPAT 3 is adaptive and spans all achievement levels so every student is given an opportunity to demonstrate what the student can do
- Reporting will occur after instruction has ended.
- Ongoing discussions on what type of reporting would be useful in planning instruction for the next year and the types of resources that would benefit teachers.
- Actual test items will not be available for review.

NCPAT 3

- Same timing and directions as the EOG
- Administered in the same room as the EOG
- Same accountability as the EOG
- Students missing data from NCPAT 1 and/or NCPAT 2 assessments will take the EOG

Why are We Doing This?

- Purpose
  - Provide actionable data for teachers during the school year
  - Develop a comprehensive assessment system that offers a better student experience

Important to Remember

- As with any pilot/research it may be necessary to adjust along the way
  - Need on-going input, particularly after the initial administrations in Year 2
- Participating students do not have an advantage or a disadvantage
  - The academic achievement level for EOG and NCPAT 3 are on the same scale

Discussions

- Item types
- Standard coverage and timing (mathematics)
- Grade-Level roll out design
- Professional development resources
- Reporting needs and tools
- Name of the test

Item Types

- Opportunity for open-ended item types
  - English II has technology enhanced items and constructed response items
    - Technology enhanced items such as string replace, multiple select, and drag and drop allow students to demonstrate knowledge
    - Constructed response items allow students to show what they know
  - Turn-around time for scoring

Standard Coverage and Timing

- How many standards should be assessed on NCPAT 1 and NCPAT 2 and when?
- Expect that specified content has been covered before the assessment

Grade-level Roll-out

- Initial plan
- Cohort approach
  - Single subject or dual subject in 2021–22?
- Maintain Grade 4 Mathematics and Grade 7 Reading
  - Maintain grades and move to dual subject in 2021–22?

Professional Development Resources

- What data/assessment literacy training do your districts already have in place?
- What additional training is needed?
  - What delivery method?

Reporting

- After looking at the NC Check-In reports
  - What additional reports would be helpful?
- What data is important to share with parents?
- What additional tools would be helpful?

Additional Feedback and Next Steps

- Provide any additional feedback
- Upcoming meetings:
  - IADA pilot school overview November 12
  - Mathematics test specifications December 9
  - Reading test specifications December 10

Exhibit IV-16 CCRESA Curriculum Leaders Meeting

Public Schools of North Carolina

Central RESA District Curriculum Leaders

Tammy Howard, PhD
Director of Accountability Services
North Carolina Department of Public Instruction

November 1, 2019

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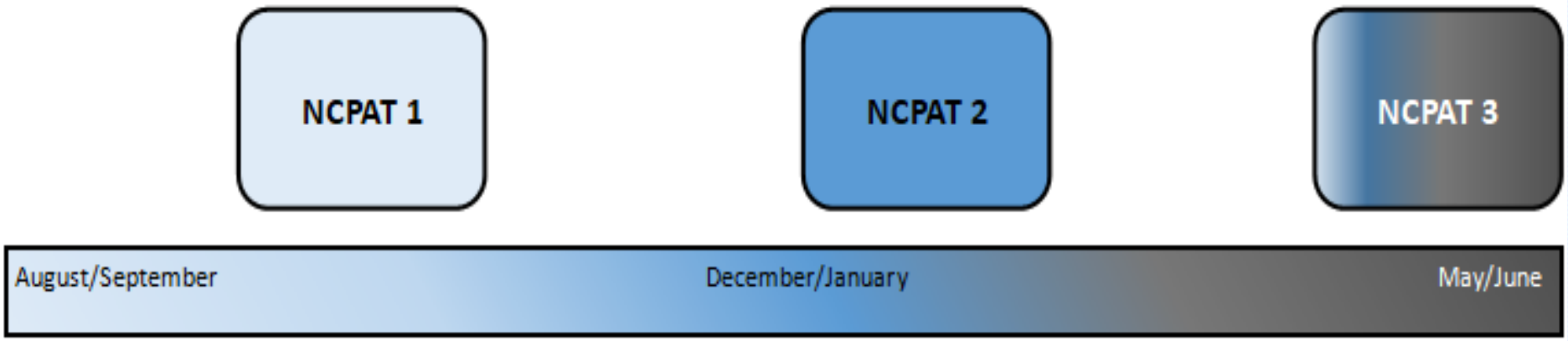
North Carolina's Innovative Assessment Proposal



NCPAT 1 and NCPAT 2

- Interim Assessment
- Formative data to drive instruction

NCPAT 3

- Adaptive Assessment
- Summative data for accountability

NCPAT 1 and NCPAT 2

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- Reporting will occur after instruction has ended.
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NCPAT 3

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Important to Remember

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- Expect that specified content has been covered before the assessment

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- Cohort approach
  - Single subject or dual subject in 2021–22?
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- What additional training is needed?
  - What delivery method?

Reporting

- After looking at the NC Check-In reports
  - What additional reports would be helpful?
- What data is important to share with parents?
- What additional tools would be helpful?

Additional Feedback and Next Steps

- Provide any additional feedback
- Upcoming meetings:
  - IADA pilot school overview November 12
  - Mathematics test specifications December 9
  - Reading test specifications December 10

Exhibit IV-17 IADA Pilot Introduction Meeting

Public Schools of North Carolina

Innovative Assessment Pilot Introduction

Tammy Howard, PhD
Director of Accountability Services
North Carolina Department of Public Instruction

November 12, 2019

What is your understanding of the Innovative Pilot?

What is the purpose of today?

Public Schools of North Carolina

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  - Each state has a different approach to developing an innovative assessment

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- Must allow for inclusion of all students in the accountability model

Summative Assessment and Test-Based Accountability Grades 3 – 8

- Pros
  - Is a reliable estimate of students' performance on grade level content
  - Provide reliable data for valid state accountability uses
- Challenges
  - 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' Concerns from a Test-Based Accountability Model Grades 3-8

- 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 are lagging
- 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

Proposed Design

- Informed by feedback from the Summative Assessment Task Force who recommended a through-course model (July 2015), and
- By feedback from the development and implementation of NC Check-Ins (initial year 2015–16)

Through-Course Model

- To address stakeholders' concerns and continue to strengthen technical qualities of statewide assessment program, the NCDPI, beginning in 2015, has been engaged in a systematic transformation of its assessment design into a through-course model with the intent to:
  - provide actionable data to inform instruction throughout the year (**NC Check-Ins**)
  - provide reliable estimate of progress monitoring throughout the year
  - have assessments that are developmentally appropriate for all students

North Carolina Innovative Assessment Proposal

- The Innovative Assessment Demonstrated Authority is “Phase 2” of our long-term goal to careful transitioning into a through-course assessment model.

- Phase 1 was marked by the successful development through the “Proof of Concept” study in 2015 and eventual implementation of NC Check-Ins in 2016

North Carolina Innovative Assessment Design

- What's New:
  - ✓ NCPATs will replace NC Check-Ins for schools in the pilot and they will maintain all the useful features.
  - ✓ The NCPATs will be developed to report a progress monitoring indicator
  - ✓ The State required administration window for individual NCPATs will be eliminated
  - ✓ Information from NCPATs will be used to offer an adaptive option of the EOG summative assessment.

NC IADA Design: What's Innovative in Phase 2

- The IADA research period will allow us to check important boxes in our continuous effort to address all stakeholders' concerns:
  - ➢ provide actionable data to inform instruction throughout the year:
    - Develop and administer flexible formative type interim assessments for teacher use to inform instruction ☑
  - ➢ Develop a comprehensive assessment system that offers improved student experience
    - The NCPAT will report a reliable estimate of progress monitoring
    - Will be better aligned to the end-of-year summative ☑
  - ➢ Improve classification consistency of students across various academic achievement levels
    - adaptive summative EOG based on reliable student performance throughout the year will improve accuracy of student classification without need to increase test length ☑
  - ➢ Improve depth and breath of grade level content standards assessed
    - Offer multiple assessments opportunities on specific content standards
    - Opportunity for diverse item types ☑

North Carolina Innovative Assessment Proposal

- The proposed design will comprise of 3 assessment opportunities throughout the year:
  - NCPAT 1- 1/3 of the way through the school year
  - NCPAT 2 – 2/3 of the way through the school year
  - NCPAT 3 - (Last 10 days of School Year)
  - NCPAT 1 and NCPAT 2 will be designed as interim assessments to primarily serve formative purposes
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North Carolina Innovative Assessment Proposal

- Mathematics: Selected standards to be assessed at specified points throughout the year
- Reading: Content standards spiraled so all are assessed each time
- Timely feedback to give opportunity for additional instruction
- Administered online

Timeline

Pilot Year	School Year	Grade and Subject
1	2019–20	Planning Year
2	2020–21	4 – Mathematics 7 – Reading
3	2021–22	4 – Mathematics and Reading 7 – Mathematics and Reading
4	2022–23	4 – Mathematics and Reading 5 – Mathematics and Reading 7 – Mathematics and Reading 8 – Mathematics and Reading
5	2023–24	3–8 – Mathematics and Reading

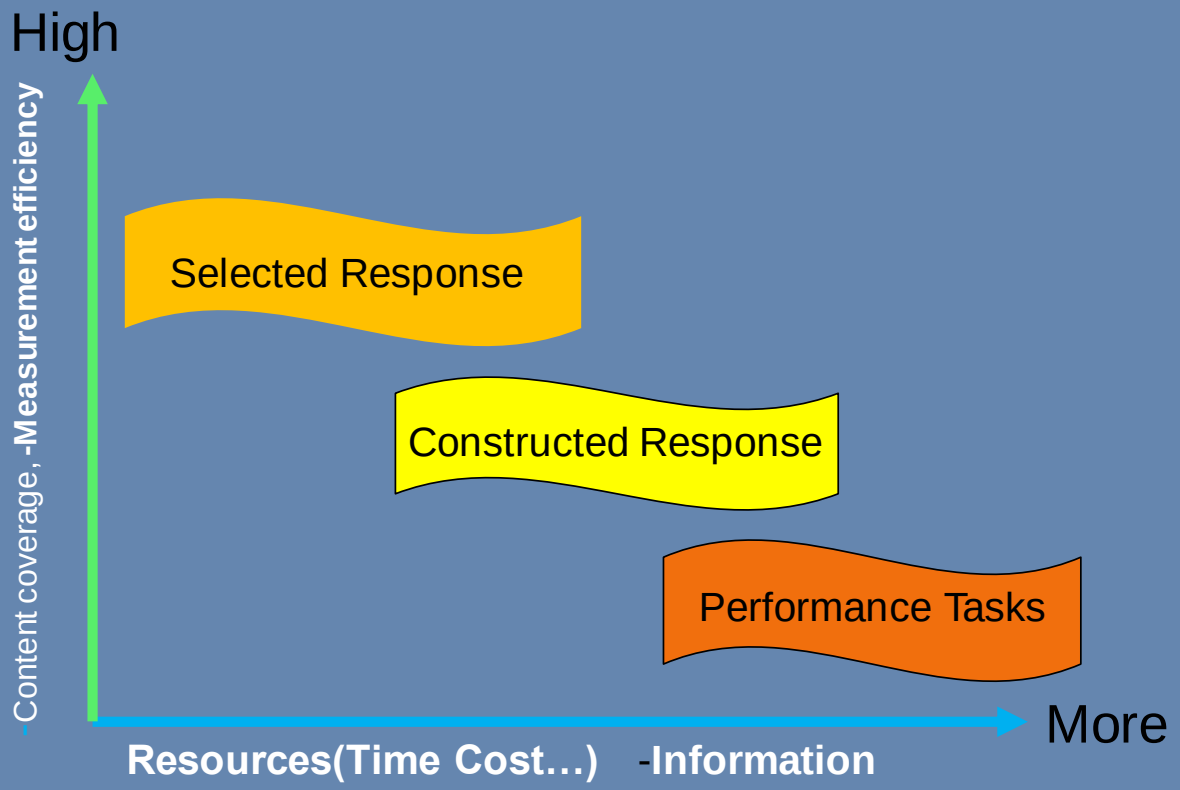
Important to Remember

- As with any pilot/research it may be necessary to adjust along the way
  - Need on-going input, particularly after the initial administrations in Year 2
- Participating students will not be double tested at the end of the year
  - Students participating in the IADA pilot will have scores reported on the current grade level EOG scale

Discussions

- Item types
- Text complexity
- Standards coverage and timing
- Reporting needs and tools
- Professional development resources

Item Types


High
Content coverage, -Measurement efficiency
Selected Response
Constructed Response
Performance Tasks
More
Resources(Time Cost…)
-Information

Item Types

- Implications of item type and administration time
  - Multiple Choice Items
  - Technology Enhanced Items
    - Drag and drop
    - Drop-down select boxes
    - Multiple select in columns
    - Text select
    - Word select (most precise word)
    - Graphing answer

Item Types

Performance-based assessment components:

- Assess one or more standards
- Complex
- Authentic
- Process/product-oriented
- Open-ended
- Time-bound

Item Types

- Performance Based Assessment Items
  - Open ended
    - Numeric Entry
    - Constructed response
  - Multi-step problem
  - Extended Tasks

Text Complexity- Quantitative

- The quantitative dimension of text complexity refers to those aspects—such as word frequency, sentence length, and text cohesion (to name just three)

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid[8]	The Lexile Framework®	Reading Maturity	SourceRater
2nd – 3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Text Complexity-Qualitative

- Qualitative measures serve as a necessary complement to quantitative measures and help to further pinpoint appropriate placement.
  1. Structure
  2. Language Conventionality and Clarity
  3. Knowledge Demands
  4. Levels of Meaning (RL) or Purpose (RI)
- Sometimes qualitative considerations will trump quantitative measures in identifying the grade band of a text, particularly with narrative fiction in later grades.

Text Complexity

- Complexity increases across NC Check-Ins
- Should NCPAT interims increase in text complexity if the purpose is to provide formative data on specific standards?

Standards Coverage and Timing

- Frequency and amount of data?
  - Reading vs. Mathematics
    - Expect that specified content has been covered before the assessment

Reporting

- After looking at the NC Check-In reports
  - What additional reports would be helpful?
- What data is important to share with parents?
- What additional tools would be helpful?

Professional Development Resources

- What data/assessment literacy training do your districts already have in place?
- What additional training is needed?
  - What delivery method?

Additional Feedback and Next Steps

- Provide any additional feedback
- Upcoming meetings: Who should attend?
  - Mathematics test specifications December 9
  - Reading test specifications December 10

What is your hope for the Innovative Assessment?

Are we moving in the right direction?

Exhibit IV-18 IADA Pilot Introduction Meeting Summary

IADA Pilot Volunteer Introduction Meeting

Fall 2019 Pilot Volunteer Introduction

November 12, 2019

Background:

1. Following recruitment during the September Test Coordinator's Meeting, pilot district superintendents and charter school leaders were invited to attend (or send a designee) to the pilot introduction meeting.

Purpose:

1. The NCDPI wanted to share further details of the planned IADA Addendum proposal with volunteer districts and charter schools; the meeting also allowed for the pilot volunteers to provide specific feedback to guide assessment design.

Stakeholder Concerns and Requests:

1. Volunteers requested an end-of-year on track proficiency indicator as additional interim assessment purpose
2. Requests for support and talking points to share with principals, teachers, and parents on adaptive summative test
3. Continued conversation on statewide suggested pacing/standard sequencing resource recommendation
4. Call to move further away from the current end-of-grade model and shift more towards a competency-based assessment model; continued conversations on performance tasks
5. Support for constructed response and additional technology-enhanced item types for the NCPAT system
6. Training support for teachers: allow for as much delivery as possible online, incorporate short videos, and target training to content and grade-span

Takeaways and Follow-ups:

1. Additional purpose: on-track proficiency indicator
2. Create 2–3 interims (at least two must be administered for routing purposes) and allow districts flexibility to chose when to administer
3. Continue to explore parent and teacher adaptive summative testing communications
4. Prioritize technology enhanced item types for development (test specification panelists can help identify most appropriate item types for cognitive and content alignment)

Exhibit IV-19 Piedmont-Triad Education Consortium Curriculum Leaders Meeting

Public Schools of North Carolina

PTEC RESA

Tammy Howard, PhD
Director of Accountability Services
North Carolina Department of Public Instruction

November 13, 2019

Innovative Assessment Demonstration Authority (IADA)

- Intended to encourage the development of innovative assessments that meet federal requirements
- May be approved for up to seven states
  - New Hampshire, Louisiana and Georgia have been approved
  - Each state has a different approach to developing an innovative assessment

Innovative Assessment Demonstration Authority (IADA)

- Does not include any funding; the State assumes the cost
- Initial planning year and additional four years for development
- Assessment design must meet federal law and peer review requirements
- Must allow for inclusion of all students in the accountability model

Proposed Design

- Informed by feedback from the Summative Assessment Task Force who recommended a through-grade model (July 2015), and
- By feedback from the development and implementation of NC Check-Ins (initial year 2015–16)

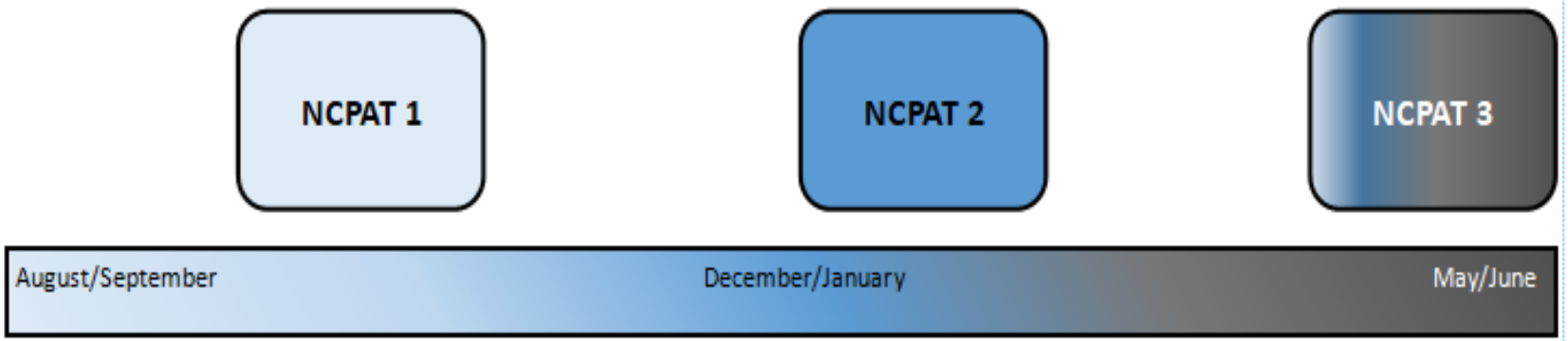
Proposed Design

- Mathematics: Selected standards to be assessed at specified points throughout the year
- Reading: Content standards spiraled so all are assessed each time
- Timely feedback to give opportunity for additional instruction
- Administered online

North Carolina Innovative Assessment Proposal

- The proposed design will comprise of 3 assessment opportunities throughout the year:
  - NCPAT 1- 1/3 of the way through the school year
  - NCPAT 2 – 2/3 of the way through the school year
  - NCPAT 3 - (Last 10 days of School Year)
  - NCPAT 1 and NCPAT 2 will be designed as interim assessments to primarily serve formative purposes
  - NCPAT 3 will be an adaptive summative assessment that will rely on information from NCPAT 1 and NCPAT 2 to ensure students are given an optimal opportunity to demonstrate their ability

North Carolina's Innovative Assessment Proposal



NCPAT 1 and NCPAT 2

- Interim Assessment
- Formative data to drive instruction

NCPAT 3

- Adaptive Assessment
- Summative data for accountability

NCPAT 1 and NCPAT 2

- Designed with a 2-hour administration time for all students
- Detailed report on student performance by grade-level, specific content standards and by item
- Review window allows teachers and students to access test items to address misconceptions after testing

NCPAT 3

- NCPAT 3 is adaptive and spans all achievement levels so every student is given an opportunity to demonstrate what the student can do
- Reporting will occur after instruction has ended.
- Ongoing discussions on what type of reporting would be useful in planning instruction for the next year and the types of resources that would benefit teachers.
- Actual test items will not be available for review.

NCPAT 3

- Same timing and directions as the EOG
- Administered in the same room as the EOG
- Same accountability as the EOG
- Students missing data from NCPAT 1 and/or NCPAT 2 assessments will take the EOG

Why are We Doing This?

- Purpose
  - Provide actionable data for teachers during the school year
  - Develop a comprehensive assessment system that offers a better student experience

Important to Remember

- As with any pilot/research it may be necessary to adjust along the way
  - Need on-going input, particularly after the initial administrations in Year 2
- Participating students do not have an advantage or a disadvantage
  - The academic achievement level for EOG and NCPAT 3 are on the same scale

Discussions

- Item types
- Standard coverage and timing (mathematics)
- Grade-Level roll out design
- Professional development resources
- Reporting needs and tools
- Name of the test

Item Types

- Opportunity for open-ended item types
  - English II has technology enhanced items and constructed response items
    - Technology enhanced items such as string replace, multiple select, and drag and drop allow students to demonstrate knowledge
    - Constructed response items allow students to show what they know
  - Turn-around time for scoring

Standard Coverage and Timing

- How many standards should be assessed on NCPAT 1 and NCPAT 2 and when?
- Expect that specified content has been covered before the assessment

Grade-level Roll-out

- Initial plan
- Cohort approach
  - Single subject or dual subject in 2021–22?
- Maintain Grade 4 Mathematics and Grade 7 Reading
  - Maintain grades and move to dual subject in 2021–22?

Professional Development Resources

- What data/assessment literacy training do your districts already have in place?
- What additional training is needed?
  - What delivery method?

Reporting

- After looking at the NC Check-In reports
  - What additional reports would be helpful?
- What data is important to share with parents?
- What additional tools would be helpful?

Additional Feedback and Next Steps

- Provide any additional feedback
- Upcoming meetings:
  - IADA pilot school overview November 12
  - Mathematics test specifications December 9
  - Reading test specifications December 10

Exhibit IV-20 State Superintendent Quarterly Meeting

NCSSA Winter Superintendents' Conference
December 4 – 6, 2019
Grandover Conference Center, Greensboro, NC

DRAFT *Agenda*

Wednesday, December 4

1:00 PM – 5:00 PM	**Networking/Golf/Spa** ***(sponsored by Cumming and Pinnacle Architect)***	
6:00 PM – 7:00 PM	**Welcome Reception** ***(sponsored by Framework)***	Grandview B
7:00 PM	**NCSSA Executive Board Dinner** ***(sponsored by Scholastic)***	Grandview A

Thursday, December 5

7:30 AM	**Winter Conference Registration**	Carlisle/Registration Desk
7:00 AM – 8:30 AM	**Continental Breakfast**	Carlisle Lobby
8:30 AM	**Welcome and Introductions** *Dr. Freddie Williamson, NCSSA President* *Jack Hoke, NCSSA Executive Director*	Carlisle Ballroom
9:00 AM – 10:15 AM	**Leadership and Equity** *Dr. Pam Baldwin, Superintendent, Chapel Hill-Carrboro Schools* *Mr. Michael Haggen, Chief Academic Officer, Scholastic Education* ***(Sponsored by Scholastic Education)***	Carlisle Ballroom
10:15 AM – 10:30 AM	**Beverage Break**	Carlisle Lobby
10:30 AM – 11:30AM	**2020 Legislative Agenda** *Katherine Joyce, NCASA Executive Director*	Carlisle Ballroom
11:30 AM – 11:50 AM	**NCPAPA Update** *Dr. Shirley Prince. NCPAPA Executive Director*	Carlisle Ballroom
12:00 PM – 1:15 PM	**2020 Superintendent of the Year Luncheon** ***(Sponsored by Moseley Architects)***	Griffin
1:30 PM – 2:45 PM	**Established Reality: Priority #1 For Effective Leadership and Learning** *Dr. Ray McNulty, President, Successful Practices Network*	
2:45 PM – 3:00 PM	**Break**	Carlisle Lobby

(Agenda continued on back page)

NCSSA Winter Superintendents' Conference
December 4 – 6, 2019
Grandover Conference Center, Greensboro, NC

Thursday, December 5 – *continued*

3:00 PM – 5:00 PM	**Innovative District Program Updates**	Carlisle Ballroom
5:00 PM	**Adjournment**	

Friday, December 6

7:30 AM – 8:30 AM	**Continental Breakfast**	Griffin
8:00 AM – 9:00 AM	**Low Wealth Schools Consortium** *Dr. Patrick Miller, Superintendent, Greene County Schools*	Carlisle
8:00 AM – 9:00 AM	**Superintendents – Small School Systems** *Mr. Aaron Greene, Superintendent, Polk County Schools*	Berkeley
8:00 AM – 9:00 AM	**Superintendents – City School Systems** *Dr. Chip Buckwell, Superintendent, Kannapolis City Schools*	Beaumont
8:00 AM – 9:00 AM	**Superintendents – Middle Districts** *Dr. Bob Grimesey, Superintendent, Moore County Schools*	Kingsley
8:00 AM – 9:00 AM	**RESA Directors** *Dr. Jim Simeon, Executive Director, Sandhills RESA*	Baroque
9:45 AM – 12:00 PM	**State Superintendent's Quarterly Meeting** *Mr. Mark Johnson, State Superintendent*	Carlisle
12:00PM – 1:00 PM	**Buffet Lunch** ***(Sponsored by Frameworks)***	Griffin
1:00 PM	**Adjournment**	

Exhibit IV-21 NCDPI-Standards, Curriculum, and Instruction Leader IADA Introduction

Federal Requirements

- All students follow adopted content standards
- All students (including ELs, SWD) are assessed
    - 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)
        - on the depth and breadth of grade-level standards (content and cognitive process)
        - in standardized, secure administrations (with or without accommodations)
        - assessments meet industry standards for validity and reliability
        - are scored according to standardized procedures and protocols
            - extended response, constructed response, and performance tasks are scored according to rubrics and maintain industry standards (validity checks and inter-rater reliability)
        - are associated with challenging academic achievement standards and distinguish between performance levels

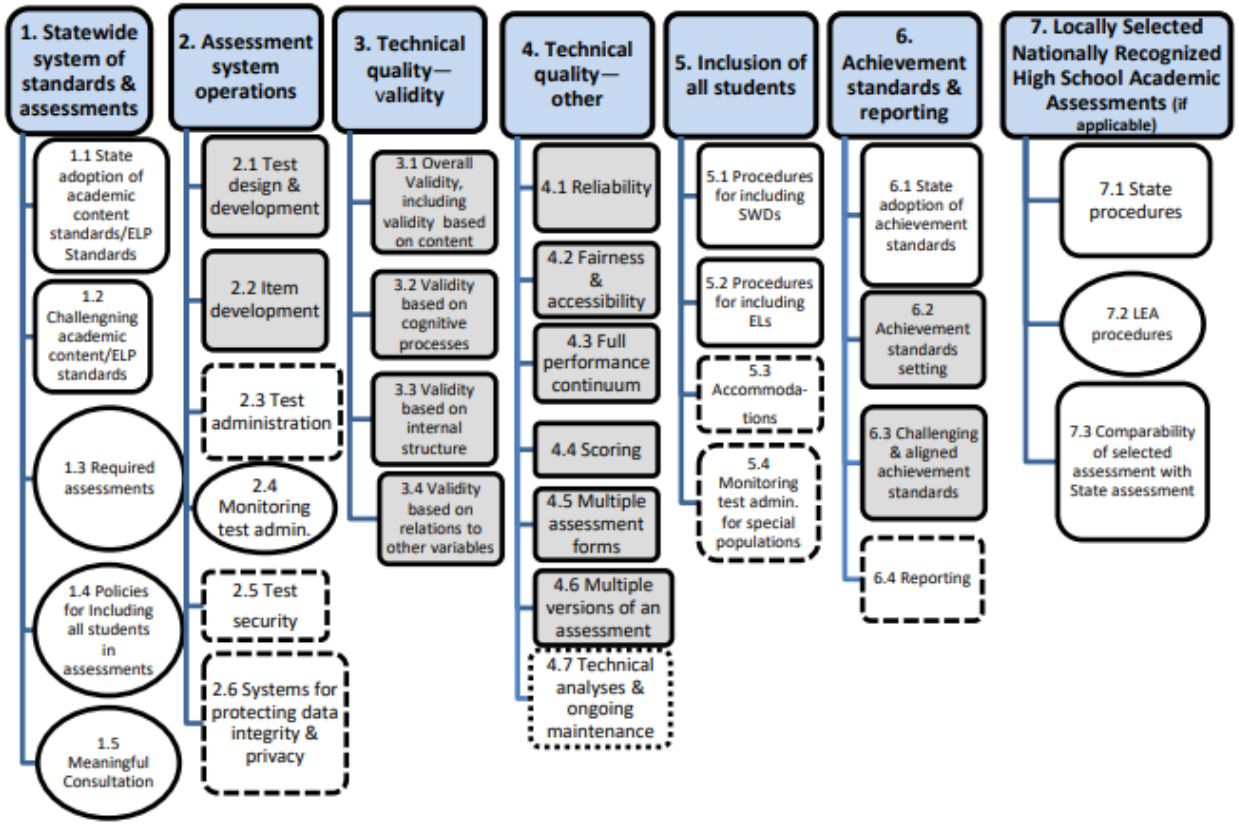
State Requirements

- Last 5–10 days of the school year

State policies

- Estimated administration 2 hours (maximum time 3 hours)
- Embedded field test
- Timely scoring to determine summer program (impacts EOY item types)

II – CRITICAL ELEMENTS FOR STATE ASSESSMENT PEER REVIEW



Key

Critical elements primarily checked by Department staff (e.g., Critical Element 1.3)

Critical elements likely addressed by coordinated evidence for all States administering the same assessments (e.g., Critical Element 2.1).

Critical elements likely addressed with State-specific evidence (e.g., Critical Element 5.1).

Critical elements likely addressed by both State-specific evidence and coordinated evidence (e.g., Critical Elements 2.3, 5.4).

Exhibit IV-22 NCDPI Standards, Curriculum, and Instruction; Exceptional Children; and English Learners IADA Introduction Meeting

Public Schools of North Carolina

Innovative Assessment Pilot Introduction

Tammy Howard, PhD
Director of Accountability Services
North Carolina Department of Public Instruction

January 17, 2020

What is an innovative assessment?

How is an innovative assessment developed?

What is needed to develop an innovative assessment?

Who develops an innovative assessment?

Most importantly, why?

Innovative Assessment Demonstration Authority (IADA)

- Intended to encourage the development of innovative assessments that meet federal requirements
- May be approved for up to seven states
  - New Hampshire, Louisiana and Georgia have been approved
  - Each state has a different approach to developing an innovative assessment

Innovative Assessment Demonstration Authority (IADA)

- Does not include any funding; the State assumes the cost
- Initial planning year (2019–20) and additional four years for development (2023–24 statewide)
- Assessment design must meet federal law and peer review requirements
- Must allow for inclusion of all students in the accountability model

Current Summative Assessment Model and Test-Based Accountability Grades 3–8

- Pros
  - Is a reliable estimate of students' performance on grade level content
  - Provide reliable data for valid state accountability uses and meets federal peer review requirements

Current Summative Assessment Model and Test-Based Accountability Grades 3–8

- Challenges
  - 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' Concerns on the Current Test-Based Accountability Model Grades 3–8

- 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 are lagging

Stakeholders' Concerns on the Current Test-Based Accountability Model Grades 3–8

- 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

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

Flexibility within Peer Review

- Each state determines
  - Test windows
  - Test design
    - Mode
    - Item types
  - Achievement levels
  - Reporting

State Practices

- Estimated administration 2 hours
  - maximum time 3 hours (without accommodations)
- Embedded field test items
- Timely scoring to determine summer program
  - impacts end-of-year item types

State Law §115C-174.12(a)(4)

Testing Window:

- *"all annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. §115C-174.11(c)(1) and (3) and all final exams for courses shall be administered within the final ten (10) instructional days of the school year for yearlong courses and within the final five (5) instructional days of the semester for semester courses."*

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."*

North Carolina Innovative Assessment Design

Long-term goal to transition into a through-course assessment model:

- Phase 1
  - The successful development of the “Proof of Concept” study in 2015 and eventual implementation of NC Check-Ins in 2016
- Phase 2
  - The Innovative Assessment Demonstration Authority

North Carolina Innovative Assessment Design

What's New:

- Interims from the NC Personalized Assessment Tool will replace NC Check-Ins for schools in the pilot and will maintain all useful features.
  - Indicator of on track performance will be reported
- Flexible administration window will allow for standards to be assessed following classroom instruction
- Information from NC Personalized Assessment Tool will be used to offer an adaptive summative assessment.

NC IADA Design: What's Innovative in Phase 2?

- The IADA research period will allow us to check important boxes in our continuous effort to address all stakeholders' concerns:
  - Provide actionable data to inform instruction throughout the year:
  - Develop a comprehensive assessment system that improves the student experience

NC IADA Design: What's Innovative in Phase 2?

- Addressing stakeholder concerns:
  - ➢ Improve classification consistency of students across various academic achievement levels
    - adaptive summative test based on reliable student performance throughout the year will improve the accuracy of student classification without need to increase test length

NC IADA Design: What's Innovative in Phase 2?

- Addressing stakeholder concerns:
  - ➢ Improve depth and breadth of grade level content standards assessed
    - Offer multiple assessment opportunities on specific content standards
    - Opportunity for diverse item types

North Carolina Innovative Assessment Design

- The proposed design will comprise of 3 interim opportunities throughout the year and an adapted form of the summative test
  - The interim assessments primarily serve formative purposes
    - will cover selected standards
    - flexible testing window to allow tests to be administered after classroom instruction occurs

North Carolina Innovative Assessment Design

- The adapted form of the summative assessment will rely on information from the interims to ensure students are given an optimal opportunity to demonstrate their ability
- The summative assessment will be administered during the last 10 days of the school year to allow those students without interim data (taking the EOG) to test in the same room

North Carolina Innovative Assessment

- To allow for various pacing sequences, mathematics interims may be administered in any order
- Reading interims will spiral
- Administered online
- Timely feedback to give opportunity for additional instruction
- Test specifications meetings will be held January 27 (Reading) and January 29 (Math)

Accommodations Considerations

- Moving to an interim model informing the summative test, EOG accommodations must be provided according to a student's IEP, Section 504, or EL plan for each administration.

Timeline

Pilot Year	School Year	Grade and Subject
1	2019–20	Planning Year
2	2020–21	4 – Mathematics 7 – Reading
3	2021–22	4 – Mathematics and Reading 7 – Mathematics and Reading
4	2022–23	4 – Mathematics and Reading 5 – Mathematics and Reading 7 – Mathematics and Reading 8 – Mathematics and Reading
5	2023–24	3–8 – Mathematics and Reading

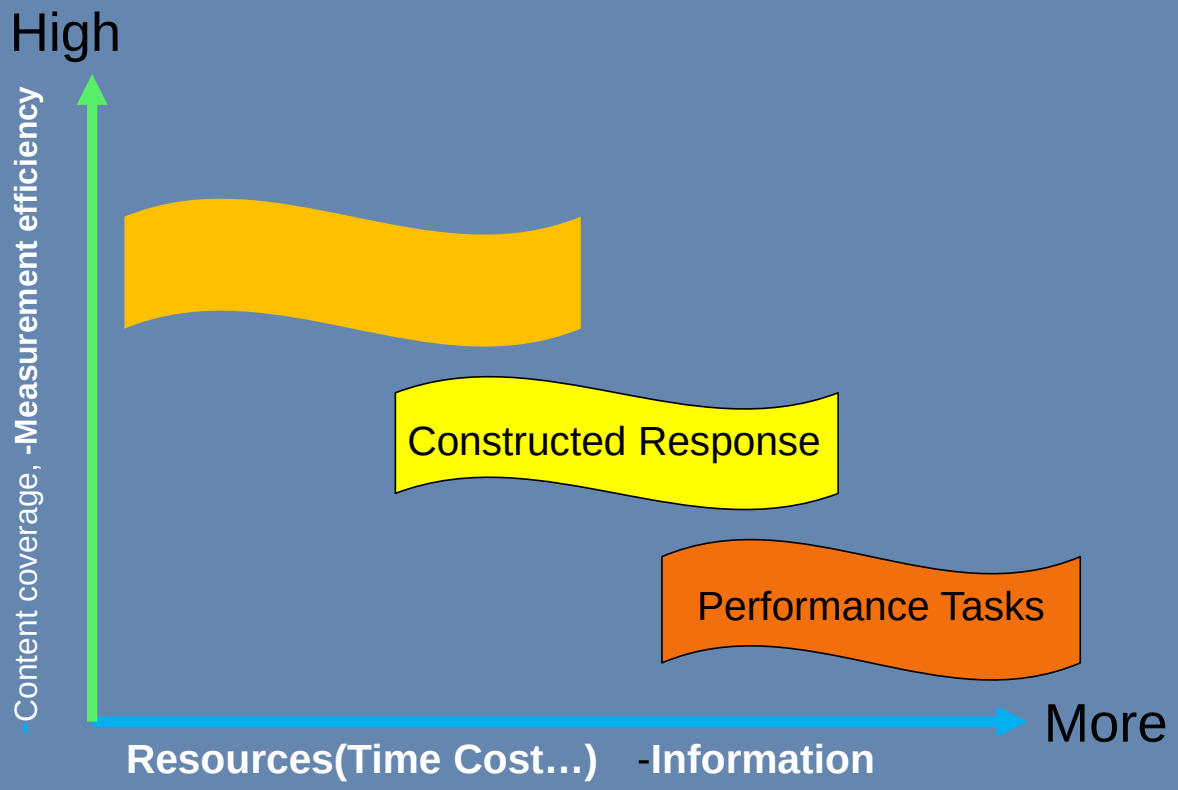
Important to Remember

- As with any pilot/research it may be necessary to adjust along the way
  - **Need on-going input, particularly after the initial administrations in Year 2**
- Participating students will not be double tested at the end of the year
  - Students participating in the IADA pilot will have scores reported on the current grade level EOG scale

Design Considerations

- Item types
- Standards coverage and timing
- Professional development resources

Item Types


High
Content coverage, -Measurement efficiency
Constructed Response
Performance Tasks
More
Resources(Time Cost…)
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Item Types

- Implications of item type and administration time
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Item Types

Performance-based assessment components:

- Assess one or more standards
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- Open-ended
- Time-bound

Item Types

- Performance Based Assessment Items
  - Open ended
    - Numeric Entry
    - Constructed response
  - Multi-step problem
  - Extended Tasks

Professional Development Resources

- What data/assessment literacy training do your districts already have in place?
- What additional training is needed?
  - What delivery method?

Additional Feedback and Next Steps

- We will be continuing to refine our design for Years 3–5
- What questions do you anticipate from the field?

Exhibit IV-23 NCDPI-SCI, EC, and EL IADA Introduction Summary

NCDPI—Internal IADA Introduction

NCDPI-SCI, EC, and EL IADA Introduction Summary

January 17, 2020

Background:

1. Accountability Services provided an overview session to other internal NCDPI divisions including Standards, Curriculum, and Instruction; Exceptional Children; English Learners; and Legislative Liaison staff. These divisions interact often in the field with various stakeholders.

Purpose:

1. Accountability Services provided an overview of the state's IADA assessment: purpose, role of stakeholders, federal and state assessment requirements, and proposed design.

Stakeholder Concerns and Requests:

1. Accommodations considerations: the adaptive summative assessment is tied to accountability and will need to plan for impact on the ECATS and PowerSchool systems
2. Suggestions for communications to various audiences: tie to broader NCDPI stakeholder interactions and planned communications, the role of universal design and plain language

Takeaways and Follow-ups:

1. Feedback included emphasis on a system that attends to individualized student needs and considerations on how to frame the role of interims and the adaptive summative assessment for various audiences
2. Follow-up with internal agency partners to opt into various established communication systems (webinars, newsletters, meetings, etc.)

Exhibit IV-24 Academic Leaders Advisory Committee

Public Schools of North Carolina

Innovative Assessment

Academic Leaders Advisory Committee

Tammy Howard, PhD
Director of Accountability Services
North Carolina Department of Public Instruction

January 22, 2020

What is an innovative assessment?

How is an innovative assessment developed?

What is needed to develop an innovative assessment?

Who develops an innovative assessment?

Most importantly, why?

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- Challenges
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- Teachers and Administrators
  - would like to get detailed and immediate feedback from assessments highlighting:
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  - on the depth and breadth of grade-level standards (content and cognitive process)
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Federal Peer Review Requirements

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Testing Window:

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Session Law 2019-212

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- *"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."*

North Carolina Innovative Assessment Design

Long-term goal to transition into a through-course assessment model:

- Phase 1
  - The successful development of the "Proof of Concept" study in 2015 and eventual implementation of NC Check-Ins in 2016
- Phase 2
  - The Innovative Assessment Demonstration Authority

North Carolina Innovative Assessment Design

What's New:

- Interims from the NC Personalized Assessment Tool will replace NC Check-Ins for schools in the pilot and will maintain all useful features.
  - Indicator of on track performance will be reported
- Flexible administration window will allow for standards to be assessed following classroom instruction
- Information from NC Personalized Assessment Tool will be used to offer an adaptive summative assessment.

NC IADA Design: What's Innovative in Phase 2?

- The IADA research period will allow us to check important boxes in our continuous effort to address all stakeholders' concerns:
  - Provide actionable data to inform instruction throughout the year:
  - Develop a comprehensive assessment system that improves the student experience

NC IADA Design: What's Innovative in Phase 2?

- Addressing stakeholder concerns:
  - ➢ Improve classification consistency of students across various academic achievement levels
    - adaptive summative test based on reliable student performance throughout the year will improve the accuracy of student classification without need to increase test length

NC IADA Design: What's Innovative in Phase 2?

- Addressing stakeholder concerns:
  - Improve depth and breadth of grade level content standards assessed
    - Offer multiple assessment opportunities on specific content standards
    - Opportunity for diverse item types

North Carolina Innovative Assessment Design

- The proposed design will comprise of 3 interim opportunities throughout the year and an adapted form of the summative test
  - The interim assessments primarily serve formative purposes
    - will cover selected standards
    - flexible testing window to allow tests to be administered after classroom instruction occurs

North Carolina Innovative Assessment Design

- The adapted form of the summative assessment will rely on information from the interims to ensure students are given an optimal opportunity to demonstrate their ability
- The summative assessment will be administered during the last 10 days of the school year to allow those students without interim data (taking the EOG) to test in the same room

North Carolina Innovative Assessment

- To allow for various pacing sequences, mathematics interims may be administered in any order
- Reading interims will spiral
- Administered online
- Timely feedback to give opportunity for additional instruction
- Test specifications meetings will be held January 27 (Reading) and January 29 (Math)

Accommodations Considerations

- Moving to an interim model informing the summative test, EOG accommodations must be provided according to a student's IEP, Section 504, or EL plan for each administration.

Timeline

Pilot Year	School Year	Grade and Subject
1	2019–20	Planning Year
2	2020–21	4 – Mathematics 7 – Reading
3	2021–22	4 – Mathematics and Reading 7 – Mathematics and Reading
4	2022–23	4 – Mathematics and Reading 5 – Mathematics and Reading 7 – Mathematics and Reading 8 – Mathematics and Reading
5	2023–24	3–8 – Mathematics and Reading

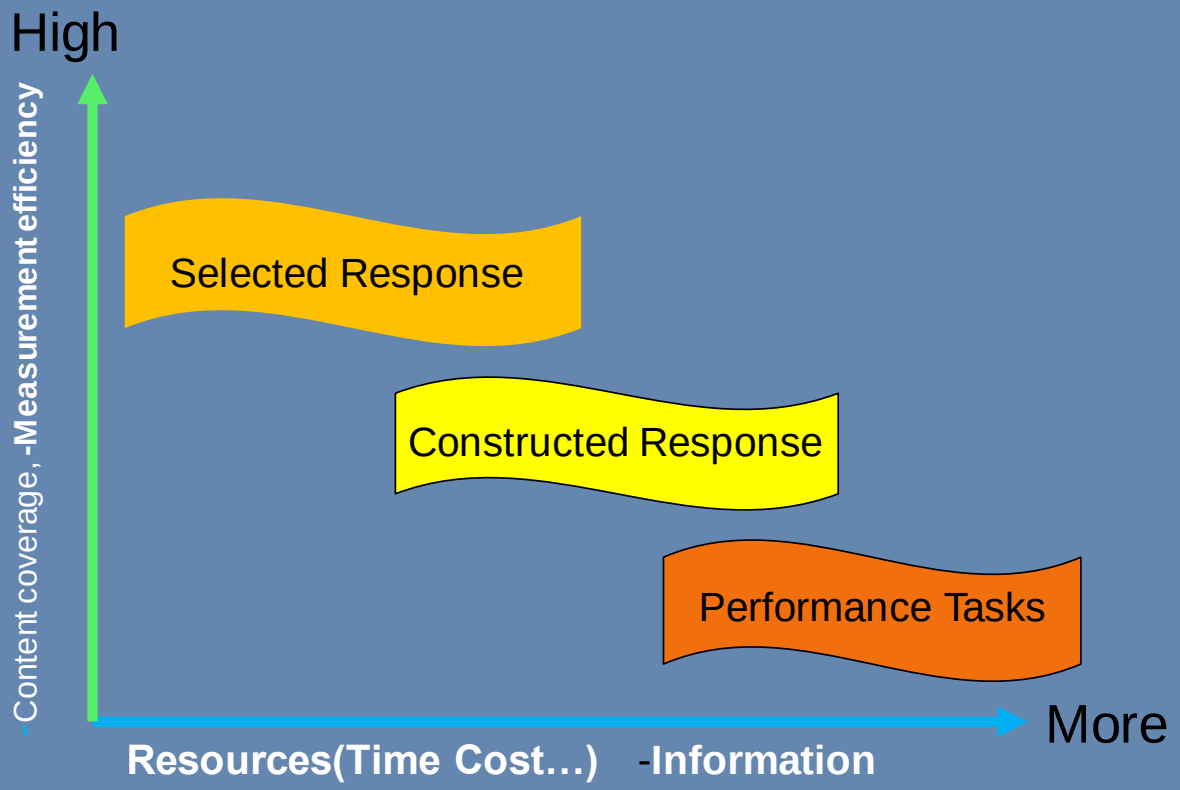
Important to Remember

- As with any pilot/research it may be necessary to adjust along the way
  - **Need on-going input, particularly after the initial administrations in Year 2**
- Participating students will not be double tested at the end of the year
  - Students participating in the IADA pilot will have scores reported on the current grade level EOG scale

Design Considerations

- Item types
- Standards coverage and timing
- Professional development resources

Item Types


High
Content coverage, -Measurement efficiency
Selected Response
Constructed Response
Performance Tasks
More
Resources(Time Cost…)
-Information

Item Types

- Implications of item type and administration time
  - Multiple Choice Items
  - Technology Enhanced Items
    - Drag and drop
    - Drop-down select boxes
    - Multiple select in columns
    - Text select
    - Word select (most precise word)
    - Graphing answer

Item Types

Performance-based assessment components:

- Assess one or more standards
- Complex
- Authentic
- Process/product-oriented
- Open-ended
- Time-bound

Item Types

- Performance Based Assessment Items
  - Open ended
    - Numeric Entry
    - Constructed response
  - Multi-step problem
  - Extended Tasks

sample item types

Professional Development Resources

- What additional training is needed?
  - What delivery method?

Additional Feedback and Next Steps

- We will be continuing to refine our design for Years 3–5
- What questions do you anticipate from the field?

Exhibit IV-25 Mathematics Test Specification Confirmation Survey

Timestamp	LEA or Charter School Name	School Name	Name of person completing survey	Position description	E-mail address	Feedback on assessed standards	Interim A administration (Standards 4.OA.1, 4.NBT.2, 4.NBT.4, 4.NBT.7, and 4.G.1 /4.MD.3)	Interim B administration (Standards 4.OA.3, 4.NBT.5, 4.NBT.6, 4.NF.1, and 4.NF.2)	Interim C administration (Standards 4.NBT.5, 4.NF.3, 4.NF.4, 4.NF.6, 4.NF.7, and 4.G.2/4.MD.4)
3/10/2020 15:12:12	Carteret County Public Schools		REDACTED	Director of Mathematics & Data Analytics	REDACTED	Looks compatible to what we submitted regarding our Standard Division Document for Gr4 Mathematics.	November	March	
3/12/2020 9:10:57	Granville County Public Schools	Tar River Elementary School	REDACTED	District Math Specialist	REDACTED	Good flow.	October	January	March
3/12/2020 9:28:56	The Academy of Moore County	The Academy of Moore County	REDACTED	4th grade math teacher	REDACTED	I like the way the Interim standards are separated. I am not sure what standard 4.NBT.7 is though listed under Interim A. I looked at my standards and did not see a 4.NBT.7. If it is a mistake maybe it can be replaced with 4.NBT.3 (Rounding multi-digit numbers). I also noticed that under Interim C 4.NBT.5 was listed again. I see that it also appears in Interim B which is where I think it belongs. Other than those items mentioned in my statement above I think what is presented is reasonable.	November	January	April
3/16/2020 17:10:30	Falls Lake Academy		REDACTED	4th grade math teacher	REDACTED	These look to be in a good order to me.	November	February	April
3/16/2020 18:08:39	Washington County Schools	Pines Elementary	REDACTED	teacher	REDACTED	Agree with groupings	October	January	March
3/17/2020 12:03:01	Greene- 400	Greene County Intermediate School	REDACTED	K-8 Math Coach	REDACTED	I would prefer that 4.G.1 be moved to interim C. It doesn't really fit with the cluster of standards given, so I'm not sure why it was put there? Why not pair MD.3 and MD.4 together instead? I know at the meeting they said that there needed to be 3 domains per interim, so I'm not sure why we are trying to put 4 in one interim. I feel as though most of the state is following the instructional frameworks from the NC2ML grant due to the check-ins being paced according to the framework. Everything else looks great. My school will just have to test the interims later in the school year.	November	February	April
3/17/2020 12:38:28	Rowan Salisbury	West Rowan Elementary School	REDACTED	Reading Design Coach	REDACTED	According to the tools for NC Teachers 4.G.1 isn't taught until cluster 8.	October	January	April
3/17/2020 14:05:32	Mooresville Graded School District		REDACTED	K-6 District Math Coach	REDACTED	4.NBT.5 is listed AND in Interim B and Interim C. I assume that different aspects of that standard will apply to different interims, but without this information I cannot give feedback on whether this makes sense or not. I'm concerned about not assessing OA.4. It would be logical to assess it with Interim A, since it goes hand-in-hand with the area portion of MD.3. The lack of assessment on a standard should not be an indication to teachers that they don't need to teach a standard, but in reality some do treat it that way. Factors and multiples, along with prime and composite numbers, are pretty foundational going forward. I question the placement of G.1 on Interim A. It does not relate to the other standards assessed on that interim. I remember hearing at the meeting in Raleigh that the number of standards assessed on each interim is related to testing validity (needing to assess 4 standards on each interim for the results to be valid, I believe) -- but I don't understand the statistics of this and question whether it's in the best interest of students to allow testing requirements to override logical sequencing of mathematical content.	November	January	April
3/18/2020 11:27:16	Gaston County Schools		REDACTED	Curriculum Facilitator	REDACTED	1. Can you explain the flexibility? For example , could we give Interim A after the 1st nine weeks and then combine B&C to administer later in the year. 2. Can you share question stems for paired standards? Example 4.G.1, 4.MD.3 Explain why these were paired together? 3. Can you clarify final. Are the standard groupings final? Interim B standards assessed seem very heavy. 4. Can you provide some explanation on the why behind the grouping and order of standards. We do not see alignment of mathematical learning progressions.	January	March	March
3/18/2020 14:07:21	Caldwell County Schools	Kings Creek School	REDACTED	4th Grade Math Teacher	REDACTED	After reviewing the test specifications for math I feel these content standards are divided into the right categories.	October	February	April
3/18/2020 15:07:20	National Heritage Academies	NHA Curriculum and Instruction-Math	REDACTED	Senior Math Specialist-Charter C&I	REDACTED		February	November	April
3/18/2020 15:43:01	New Hanover County Schools	District Office	REDACTED	Lead K-5 math teacher	REDACTED		November	February	April
3/18/2020 15:49:48	Johnston County Public Schools	West Smithfield Elementary	REDACTED	4th Grade Teacher	REDACTED	I think the clustering of standards looks great! The clusters align with my pacing guide and are paired with supporting standards. The interim assessments follow my classroom instruction.	November	February	April
3/18/2020 17:07:38		Green Ridge Elementary	REDACTED	Teacher	REDACTED	It is fine. I would just like it if 4.G.1 and4.MD.E were moved to Interim B	November	February	April
3/18/2020 20:15:03	INVEST COLLEGIATE: Transform	INVEST COLLEGIATE: Transform	REDACTED	Dean of K-5	REDACTED		November	January	March
3/18/2020 20:21:17	INVEST COLLEGIATE: Transform	INVEST COLLEGIATE: Transform	REDACTED	Dean of K-5	REDACTED		November	January	March
3/18/2020 21:59:38	Cherokee Central Schools	Cherokee Elementary School	REDACTED	Instructional Facilitator	REDACTED	Our school follows the Math Instructional Framework pacing which aligns with the NC Check-In standards tested. In the Interim A provided above, 3 out of the 6 standards have not been taught yet. In Interim B, 2 out of 5 have not yet been taught. Only 4.G.2 has not yet been covered for Interim C. My concern is that we will have to rewrite our pacing and curriculum guides to meet this pacing.	October	January	March
3/19/2020 12:44:22	Scs	Wagram elementary	REDACTED	AP	REDACTED	I think the standards on each interim look good and are well balanced.	October	January	March
3/19/2020 12:50:23	DC Virgo Preparatory Academy	DC Virgo Preparatory Academy	REDACTED	Test Coordinator	REDACTED		October	January	April
3/19/2020 14:50:56	Watauga County Schools	Blowing Rock School	REDACTED	4th grade teacher	REDACTED	MD.3 Area/Perimeter should not be taught before multiplication. Could switch with MD.4 Data	October	January	March
3/19/2020 16:03:47	Watauga	District	REDACTED	Director of Middle Grades Education	REDACTED	I think that is a good mix of standards and hits on the most pressing parts of 4th grade math.	October	January	March
3/20/2020 11:47:59	Montgomery County-620	Montgomery County Schools-620	REDACTED	Assistant Superintendent	REDACTED	The design and test administration reflects routine assessments in the classroom and will model testing expectations for students throughout the year. The optional and recommended sequencing of curriculum and assessment allow districts the flexibility to adjust as needed. The following items should be addressed before implementation: Testing accommodations, State and Federal Accountability impact, performance comparison, and testing security.	October	December	March
3/20/2020 12:43:57	Alpha Academy	Alpha Academy	REDACTED	Testing Coordinator	REDACTED	In consulting with the 4th grade team, they all agree that the Interim grouping are compatible; however, they would teach Interim B in a different order.	October	January	March
3/20/2020 23:09:00	Johnston	NA	REDACTED	Curriculum Director	REDACTED	interim B looks the best. I think you'll get some push back on the Geometry standards in A & C.	October	January	March

Exhibit IV-26 Reading Test Window Preferences Stakeholder Survey

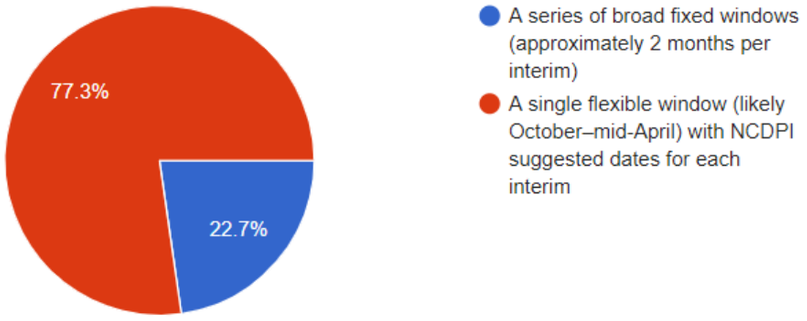
NC Personalized Assessment Tool Grade 7 Reading Test Window Inquiry

22 responses

Publish analytics

Which interim test window model do you consider more appropriate for reading in a through-course assessment system?

22 responses



Your name

22 responses

REDACTED

Your contact e-mail

22 responses

REDACTED

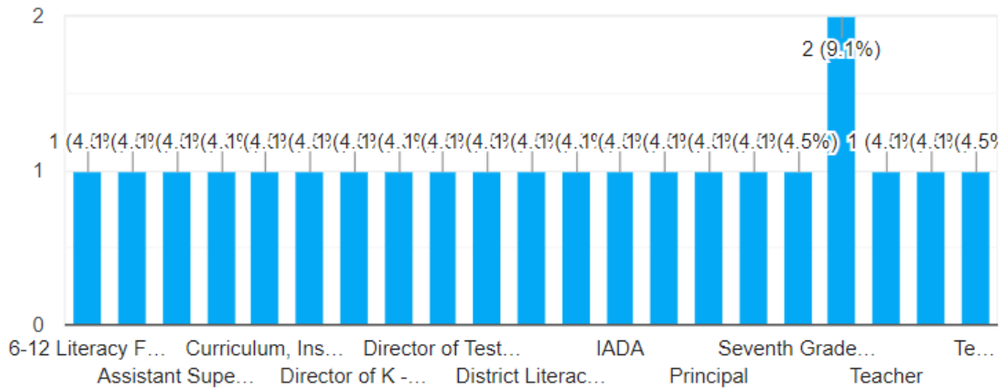
Your public school unit

22 responses

- Johnston County Public Schools
- Falls Lake Academy
- Granville County
- 209 Cherokee Central SChools
- Cherokee Central Schools
- Richmond County Schools
- Montgomery-620
- Stanly County Schools
- Harnett County Schools
- Rowan Salisbury Schools
- Greene County Middle School
- Bridges Academy
- DPI
- Bethany Community School
- Stanly County sChools
- 34
- Scotland
- Cabarrus Charter Academy
- 60B
- DC Virgo Preparatory Academy
- Watauga County Schools
- 34F-Forsyth Academy

Your role

22 responses



Part V Appendices

Exhibit V.A-01 Grade 4 Mathematics Test Specifications Agenda

Grade 4 Mathematics Test Specifications Meeting

Innovative Assessment Pilot | January 29, 2020 | NCSU McKimmon Center

9:30 am	**Registration—Lobby** Tereca Batts, Iris Irving
10:00 am	**Welcome and Introductions** Maxey Moore • Introductions, Purpose, and Goals • Packets • Reimbursement and Receipts • Stipend and Substitute Teacher Forms • Internet Access, Restrooms, Café • Agenda Overview
10:15 am	**IADA Pilot Overview and Peer Review Requirements** Maxey Moore • Background, Timeline, and Purpose
11:00 am	**School, Teacher, and Parent Reporting** Maxey Moore • End-of-year indicator • Sample reports
11:45 am	**Lunch (on your own)**
1:00 pm	**Grade 4 Mathematics Content Standards Clusters** Table Groups • Identifying standards for interims • Clustering standards for interims (skills and sequencing)
2:15 pm	**Grade 4 Mathematics Content Standards Item Types** Maxey Moore • Item type review • Identifying standards and appropriate item types for content standards for Year 4 development (interim and summative)
3:00 pm	**Break**
3:15 pm	**Resources Discussion** • Supports and resources • What resources does your school need to implement the IADA pilot?
4:15 pm	**Distribution of Certificates and Final Questions** Maxey Moore

Exhibit V.A-02 Grade 7 Reading Test Specifications Agenda

Grade 7 Reading Test Specifications Meeting

Innovative Assessment Pilot | January 27, 2020 | NCSU McKimmon Center

9:30 am	**Registration—Lobby** Tereca Batts, Iris Irving
10:00 am	**Welcome and Introductions** Tammy Howard, Maxey Moore • Introductions, Purpose, and Goals • Packets • Reimbursement and Receipts • Stipend and Substitute Teacher Forms • Internet Access, Restrooms, Café • Agenda Overview
10:20 am	**IADA Pilot Overview** Maxey Moore • Background, Timeline, and Purpose
11:00 am	**School, Teacher, and Parent Reporting** Maxey Moore • End-of-year indicator • Sample reports • Genre and skill filters
11:45 am	**Lunch (on your own)**
1:00 pm	**Item Types and Content Standards** Maxey Moore, Dan Auman • Review of item types and current assessed content standards • Identifying appropriate item types for content standards for Year 4 development • Discussion for locally scored constructed response for formative data for Year 4 • Selection type sequencing (RI, RL)
2:30 pm	**Break**
2:45 pm	**Item Types and Content Standards, continued** Maxey Moore, Dan Auman • Review of item types and current assessed content standards • Identifying appropriate item types for content standards for Year 4 development • Discussion for locally scored constructed response for formative data for Year 4 • Selection type sequencing (RI, RL)
3:15 pm	**Resources Discussion** • Supports and resource tools • What resources does your school need to implement the IADA pilot?
4:15 pm	**Distribution of Certificates and Final Questions** Maxey Moore

Exhibit V.A-03 Test Development Process

North Carolina Testing Program

Test Development Process
Item, Selection, and Form Development

End-of-Grade Assessments, End-of-Course Assessments, ***NCEXTEND1*** Alternate Assessments, and NC Final Exams

North Carolina Department of Public Instruction
Accountability Services Division

Updated July 2017

Table of Contents

Item Development Process for End-of-Grade Assessments, End-of-Course Assessments, and NC Final Exams 1

Item Review Flowchart 7

Selection Review Process for End-of-Grade, End-of-Course, and NC Final Exams 8

Selection Review Flowchart 12

Operational Base Form Review Process for End-of-Grade Assessments, End-of-Course Assessments, and NC Final Exams 13

Operational Embedded Base Form Review Flowchart 19

Item Development Process for the ***NCEXTEND1*** Alternate Assessments 20

NCEXTEND1 Item Review Flowchart 24

Selection Review Process for the ***NCEXTEND1*** Alternate Assessments 25

NCEXTEND1 Selection Review Flowchart 28

Operational Form Review Process for the ***NCEXTEND1*** Alternate Assessments 29

NCEXTEND1 Operational Form Review Flowchart 33

Item Development Process for End-of-Grade Assessments, End-of-Course Assessments, and NC Final Exams

Prior to **Step 1**, the standards to be measured must be defined. The test development process begins after new content standards are adopted by the North Carolina State Board of Education. All item writers and reviewers are required to complete training modules via North Carolina-developed online training available through the NC Education site. The training includes a general course on item writing guidelines, including lessons on sensitivity and bias concerns. The writers and reviewers must also complete subject-specific courses on state-adopted content standards.

Step 1: Item Created

Test items are written by North Carolina-trained item writers, including North Carolina teachers, educators, and/or curriculum specialists, and content specialists at Technical Outreach for Public Schools (TOPS) at North Carolina State University. All items are submitted through an online test development system. The item writer assigns the item

- a Clarifying Objective/Standard,
- a secondary Clarifying Objective/Standard (when appropriate),
- a Depth-of-Knowledge (DOK) rating (if applicable),
- a knowledge type and cognitive category (if applicable), and
- a category (when appropriate).

The item writer is also responsible for citing sources of any stimulus material for items.

Step 2: Item Evaluation

TOPS Content Specialists review the item for accuracy of content, appropriateness of vocabulary (both subject-specific and general), adherence to item writing guidelines, and sensitivity and bias concerns. All content specialists look for contexts that might elicit an emotional response and inhibit students' ability to respond as well as contexts that students may be unfamiliar with for cultural or socioeconomic reasons. The specialists review the item's assigned:

  - clarifying Objective/Standard,
  - secondary Clarifying Objective/Standard (if applicable),
  - DOK rating (if applicable),
  - correct answer/appropriate foils,
  - difficulty rating,
  - category (if applicable), and
  - knowledge type and cognitive category (if applicable).

- If the content of the item is not accurate or does not match an objective/standard, or if the DOK of the item is not appropriate, the item is revised or deleted.

- If necessary, the specialist should edit the stem and foils of the items for clarity and adherence to established item writing guidelines.
- If there are necessary revisions outside the technical scope of the specialist (such as artwork, graphs, or edits to ELA selections), the item is moved to **Step 3** for edits by Production staff.
- If the item contains stimulus material, the item is moved to **Step 3** for copyright checks by Copyright staff.

Once the item is accepted, the item is sent to **Step 4** (Teacher Content Review).

Step 3: Production Edits/Copyright Checks

Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and ELA selections) are revised by Production. Items with stimulus materials are reviewed by Copyright staff for copyright concerns and proper citation. Once the item is revised by Production or reviewed for copyrights, it is moved back to **Step 2** for another review by a Content Specialist.

Step 4: Teacher Content Review

Teacher item-content reviewers are required to undergo the same training as item writers. Two North Carolina-trained item reviewers look for any quality issues or bias/sensitivity issues and suggest improvements, if necessary. The item writer at **Step 1** cannot review his/her items at **Step 4**. These trained reviewers evaluate the item in terms of

- alignment to grade-level content standard;
- content of item: accurate content, one and only one correct answer, appropriate and plausible context;
- a clearly written stem;
- motivated and plausible distracters;
- item-design conformity to North Carolina item writing guidelines;
- appropriate language for the academic content area and age of students; and
- bias or sensitivity concerns.

Step 5: Content Review and Reconcile Teacher Content Reviews

A Content Specialist re-reviews the item for accuracy of content, appropriateness of vocabulary (both subject-specific and general), and checks to make sure the item is correctly keyed. The Content Specialist also carefully reviews all comments/suggestions from the content reviewers and makes any appropriate revisions. The Content Specialist may choose one of the following options:

- Send the item to **Step 6** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 7** (EC/EL/VI) if the item is ready for the next stage of review.
- Send the item back to **Step 4** (Teacher Review) if major revisions are made.
- Delete the item.

Step 6: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and ELA selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 5** for review by a Content Specialist.

Step 7: Exceptional Children (EC), English Learners (EL), and Visually Impaired (VI) Review
The EC/EL/VI specialist reviews the item for accessibility concerns for EC, EL, and VI students, such as accessibility of graphics for student with or without vision, and also considers accessibility in Braille. This review addresses concerns arising from bias or insensitivity issues, such as contexts that might elicit an emotional response and inhibit students' ability to respond or contexts that students may be unfamiliar with for cultural or socioeconomic reasons. Review of reading level of the item is considered along with stem and foil quality (stem is a clear and complete question; foils straightforward; no repetitive words; the grammar of the stem agrees with the foils; review modifying words and make suggestions for bold print and italics or removal; look for idioms and two-word verbs that may provide an accessibility issue for EL students).

Step 8: Reconcile EC/EL/VI Review
A Content Specialist reviews comments/suggestions from the EC/EL/VI reviewer, and makes any necessary revisions. The Content Specialist should indicate in the comments whether any comments/suggestions from the reviewer were not approved and incorporated. The Content Specialist may choose one of the following options:

- Send the item to **Step 9** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 10** (Grammar Review) for review.
- Send the item back to **Step 4** (Teacher Review) if major revisions are made.
- Delete the item.

Step 9: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and ELA selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 8** for another review by a Content Specialist.

Step 10: Grammar Review
Editing staff reviews the item for grammatical issues. If the item had previously been sent back to S**tep 8** by Editing, the editor should check that the suggested revisions were addressed.

- If the editor suggests revisions to the item, the item will move back to **Step 8** for review by a Content Specialist.
- If the editor approves the item as is, the item proceeds to **Step 11** (Security Check).

Step 11: Security Check
Production staff checks to make sure no duplicate copy of the item exists in the test development databases. If there is a duplicate copy of the item or a requested revision was not made, then the item is flagged and sent back to **Step 8**.

Step 12: Content Lead Review and Reconcile
Content Lead reviews the item and makes any necessary revisions and also reviews the item comment history to ensure all comments have been addressed. The Content Lead may choose one of the following options:

- Send the item to **Step 13** (Production) if there are revisions required that are outside the technical scope of the Content Lead.
- Move the item to **Step 14** (If approved, move item to **Step 14** NCDPI/Curriculum and Instruction Review).
- Send the item back to **Step 4** (Teacher Review) or **Step 2** if major revisions are needed/made.
- Delete the item.

Step 13: Production Edits
Items needing revisions outside the technical scope of the Content Lead (such as artwork, graphs, and ELA selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 12** for review by the Content Lead.

Step 14: NCDPI/Curriculum and Instruction Review
NCDPI/Curriculum and Instruction Specialist reviews the item and assigns a clarifying objective or a content standard. The reviewer evaluates the item in terms of

- alignment to grade-level content standard;
- presence of one and only one correct answer;
- bias, insensitivity, or accessibility issues; and
- overall item quality.

The NCDPI/Curriculum and Instruction Specialist rates the item as acceptable, acceptable with revisions, or unacceptable and may provide additional comments.

Step 15: Reconcile Curriculum and Instruction Review
A Content Specialist reviews comments/suggestions from the NCDPI/Curriculum and Instruction Specialist, and makes any necessary revisions. The Content Specialist should indicate in the comments if any comments/suggestions from the reviewers were not approved and incorporated. The Content Specialist may choose one of the following options:

- Send the item to **Step 16** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.

- Send the item to **Step 17** (Grammar Review) for review.
- Send it back to **Step 2** if major revisions are needed or made.
- Delete the item.

Step 16: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and ELA selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 15** for review by a Content Specialist.

Step 17: Grammar Review
Editing staff reviews the item for grammatical issues. If the item had previously been sent back to **Step 15** by Editing, the editor should check that the suggested revisions were addressed.

- If the editor suggests revisions to the item, the item will move back to **Step 15** for review by a Content Specialist.
- If the editor approves the item as is, the item proceeds to **Step 18** (TMS Review).

Step 18: NCDPI/Test and Measurement Specialist Review
A NCDPI/Test and Measurement Specialist (TMS) reviews for overall item quality. The TMS also checks that quality control measures have been followed by reading the comments from all previous reviews and verifying that the comments have been addressed by the Content Specialists. The TMS evaluates the item for

- alignment to grade-level content standard;
- verification there is one and only one correct answer;
- assigned Cognitive Process and Knowledge Type or DOK;
- bias, insensitivity, or accessibility issues; and
- overall item quality.

The TMS has four options when submitting the review:

- If the TMS approves the item as is, the item proceeds to **Step 19** (Item Approved).
- If the TMS indicates edits are needed, the item is moved back to **Step 15** for review by a Content Specialist.
- If TMS wants Curriculum and Instruction to see the item again, the TMS moves the item back to **Step 14**.
- The TMS can delete the item.

Step 19: Item Approved
The item is now ready for placement on a form.

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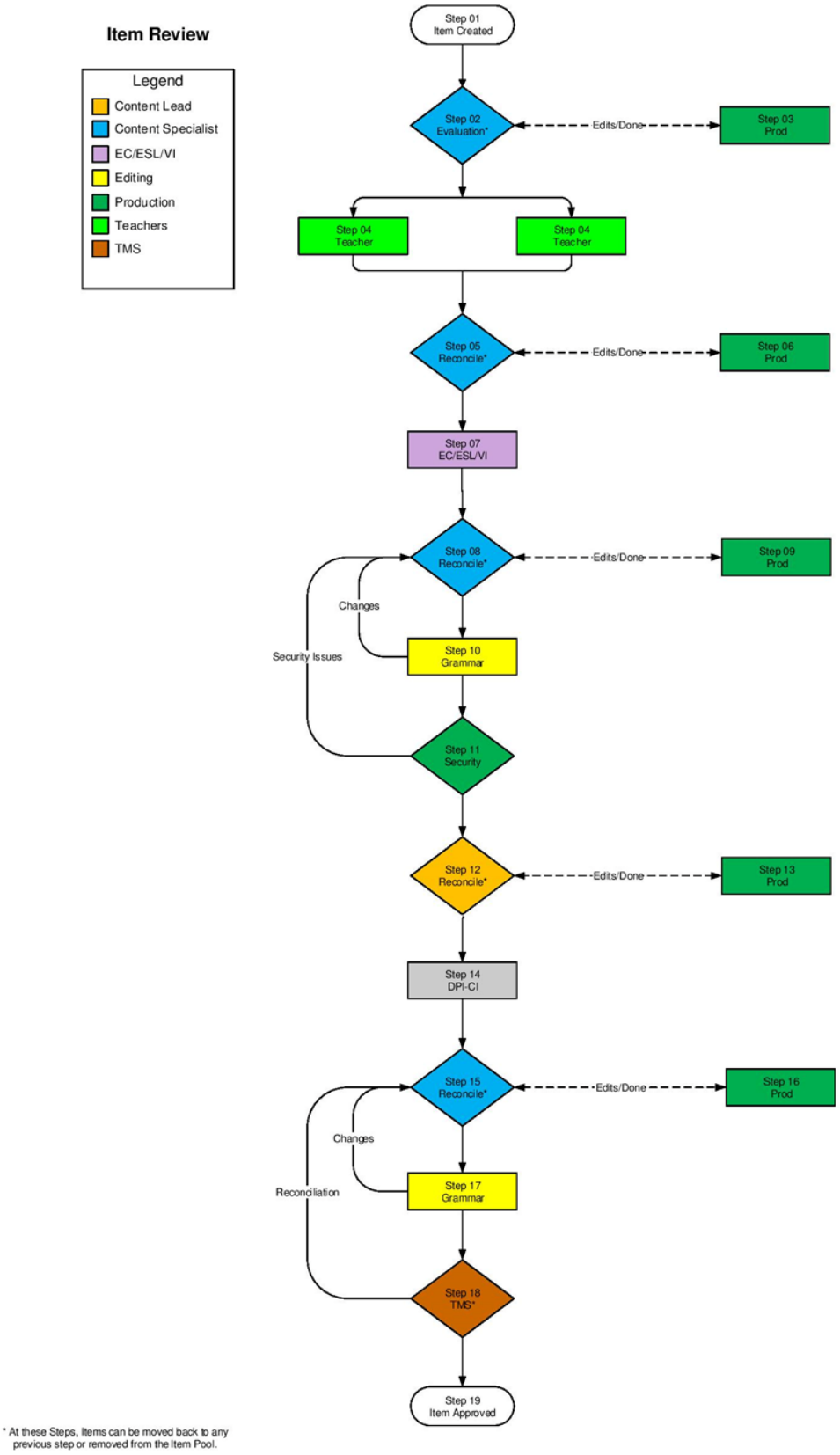

Item Review
Legend
Content Lead
Content Specialist
EC/ESL/VI
Editing
Production
Teachers
TMS
Step 01
Item Created
Step 02
Evaluation*
Edits/Done
Step 03
Prod
Step 04
Teacher
Step 04
Teacher
Step 05
Reconcile*
Edits/Done
Step 06
Prod
Step 07
EC/ESL/VI
Step 08
Reconcile*
Edits/Done
Step 09
Prod
Changes
Security Issues
Step 10
Grammar
Step 11
Security
Step 12
Reconcile*
Edits/Done
Step 13
Prod
Step 14
DPI-CI
Step 15
Reconcile*
Edits/Done
Step 16
Prod
Changes
Reconciliation
Step 17
Grammar
Step 18
TMS*
Step 19
Item Approved
* At these Steps, Items can be moved back to any previous step or removed from the Item Pool.

Selection Review Process for End-of-Grade Assessments, End-of-Course Assessments, and NC Final Exams

Prior to Step 1, the English Language Arts (ELA) Content Specialist searches for appropriate selections for each assigned grade using criteria from NCDPI/Test Development staff, NCDPI/Curriculum and Instruction staff, and the North Carolina *Standard Course of Study.* The ELA Content Specialist also reviews the selections for any bias and sensitivity concerns.

——————————————————Offline——————————————————

Step 1: Folder Created

The Content Specialist creates a folder (color-coded by genre) for the selection. A Selection Form Submission slip is completed with the necessary copyright information (Content Specialist's name, date, title, author, source, excerpts, photographs, etc., as well as copyright date and ISBN, if applicable, and the selection's readability score), and is attached to the inside of the folder. Any suggested edits are noted on the selection. A selection routing sheet is attached (includes grade level and title of selection) to the outside of the folder.

Step 2: Copyright Approval & Title/Author Search

Editing staff

- determine if the selection is public domain, gratis, or copyrighted (if copyrighted, determine whether the publisher may be used or if there is a problem, such as excessive expense) and
- search all selection databases to determine if the selection is already in use.

Step 3: Content Approval

The Content Lead evaluates the selection in terms of

- alignment to grade-level expectations,
- content and length of the selection,
- readability of the selection,
- bias or sensitivity concerns, and
- issues brought up by copyright review.

Based on review, the Content Lead can

- approve the selection as is;
- approve the selection with edits or additions (including edits to or addition of artwork); or
- delete the selection.

NOTE: If any edits or additions are made to the selection (including edits to or addition of artwork), the Content Specialist sends a new copy to the Copyright Staff so they can seek permission from the publisher if copyrighted should the selection be designated for inclusion in a form.

Step 4: Exceptional Children (EC), English Learner (EL), and Visually Impaired (VI) Review

The EC/EL/VI reviewer evaluates the selection for accessibility concerns for EC, EL, and VI students in terms of

- concerns because of bias or insensitivity issues, such as contexts that might elicit an emotional response and inhibit students' ability to respond and contexts that students may be unfamiliar with for cultural or socio-economic reasons;
- accessibility of graphics for students with or without vision;
- appropriateness for Brailling;
- prior knowledge required to understand the selection; and
- unfamiliar vocabulary that cannot be understood from the surrounding context.

Based on review, the EC/EL/VI reviewer can recommend

- using the selection,
- using the selection with suggested edits, or
- not using the selection.

Step 5: NCDPI/Test Measurement Specialist Review

The NCDPI/Test Measurement Specialist (TMS) evaluates the selection in terms of

- alignment to grade-level expectations;
- content and length of the selection;
- readability of the selection; and
- bias or sensitivity concerns.

The TMS also evaluates

- any bias or sensitivity concerns raised by the EC/EL/VI reviewer and
- edits made by content at **Steps 1 and 3** or edits suggested in the **Step 4** review.

If the TMS rejects the selection, it is deleted from the pool. If the TMS approves the selection, it is moved to **Step 6**.

Step 6: Prepare for Online

Any issues noted in EC/EL/VI and TMS reviews are reconciled by a Content Specialist, and the selection is sent to production to be entered into the online test development system.

NOTE: If any edits or additions are made to the selection (including edits to or addition of artwork), the Content Specialist sends a new copy to the Copyright Staff so they can seek permission from the publisher if copyrighted should the selection be designated for inclusion in a test form.

Step 1: Selection Created
Production staff enters the selection into the test development system.

Step 2: Compare Original
Editing staff compares the original copy of the selection to what has been entered into the test development system and indicates any necessary corrections. The corrections may arise from discrepancies between the TDS and the original or from correctable errors in the original, such as grammatical errors, misspellings, or archaic/foreign spelling of words.

Step 3: Creation Reconcile
A Content Specialist resolves corrections indicated in **Step 2**. The Specialist indicates in the comments if any comments/suggestions from Editing staff were not approved and incorporated.

Step 4: Creation Edits
Production makes requested changes and selection is sent back to **Step 3** for a Content Specialist to confirm requested changes have been made.

Step 5: NCDPI/Curriculum and Instruction Review
A NCDPI/Curriculum and Instruction Specialist reviews the selection. The reviewer evaluates the selection in terms of

- alignment to grade-level expectations;
- content and length of the selection;
- readability of the selection; and
- bias or sensitivity concerns.

The Curriculum and Instruction Specialist rates the selection as acceptable, acceptable with revisions, or unacceptable. The Specialist can also include additional comments.

Step 6: NCDPI/Test Measurement Specialist Review
The NCDPI/Test Measurement Specialist (TMS) does a final review on the selection and reviews all comments from the NCDPI/Curriculum and Instruction Specialist. The TMS either approves the selection (with comments regarding revisions, if any) or deletes the selection from the pool.

Step 7: Reconcile Curriculum and Instruction Review and Test and Measurement Specialist Review

A Content Specialist reviews any comments/changes requested by Curriculum and Instruction or by the Test and Measurement Specialist, and sends changes to **Step 8** (Production) to be made, if necessary. Once any changes are made, the selection is sent to **Step 9**.

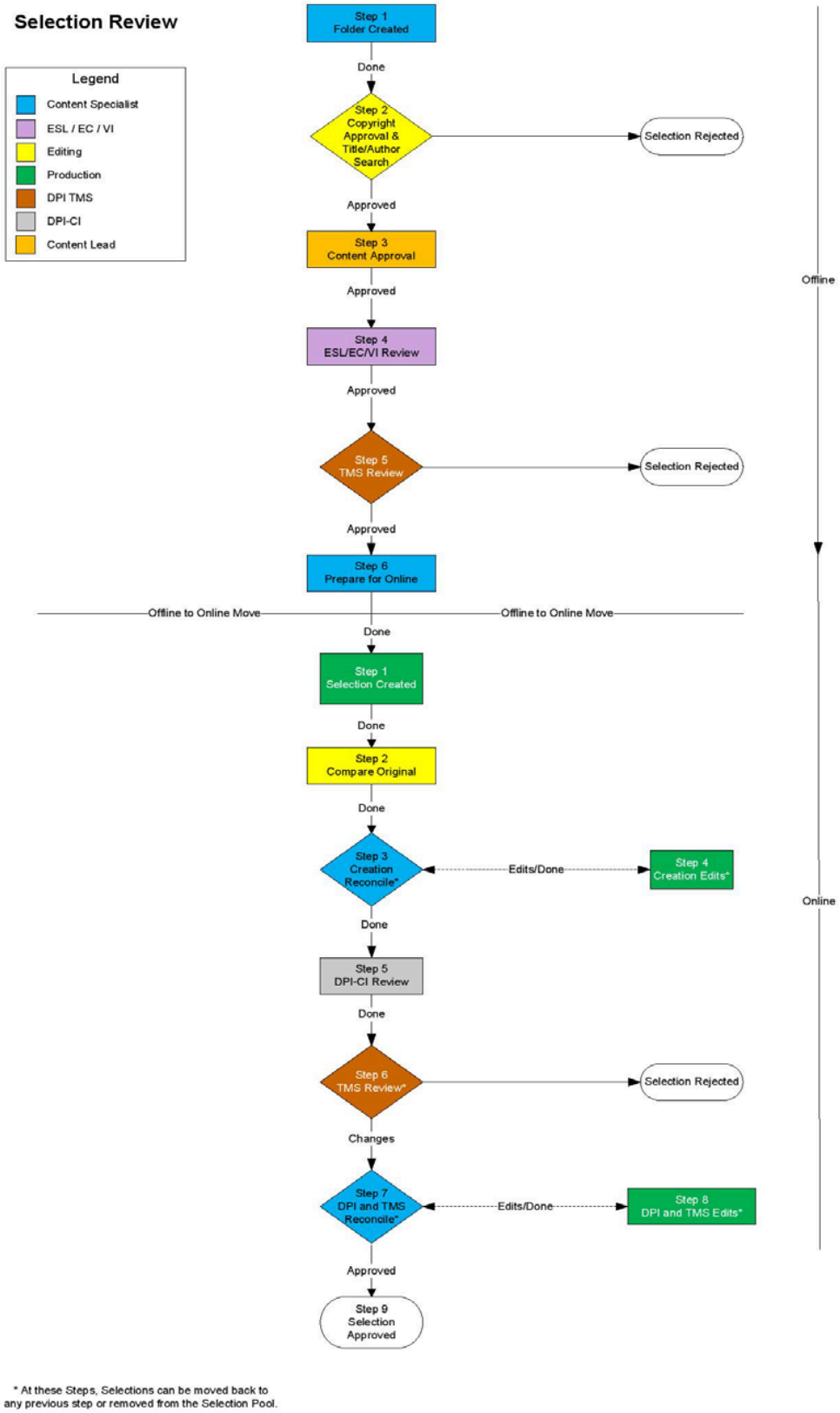
NOTE: If any edits or additions are made to the selection (including edits to or addition of artwork), the Content Specialist sends a new copy to the Copyright Staff so they can seek permission from the publisher if copyrighted should the selection be designated for inclusion in a form.

Step 8: Production Edits

Production makes requested changes and selection is sent back to **Step 7** for a Content Specialist to confirm requested changes have been made.

Step 9: Selection Approved

Selection is now ready to have items written.


Selection Review
Legend
Content Specialist
ESL / EC / VI
Editing
Production
DPI TMS
DPI-CI
Content Lead
Step 1 Folder Created
Done
Step 2 Copyright Approval & Title/Author Search
Selection Rejected
Approved
Step 3 Content Approval
Approved
Step 4 ESL/EC/VI Review
Approved
Step 5 TMS Review
Selection Rejected
Approved
Step 6 Prepare for Online
Offline to Online Move
Offline to Online Move
Done
Step 1 Selection Created
Done
Step 2 Compare Original
Done
Step 3 Creation Reconcile*
Edits/Done
Step 4 Creation Edits*
Done
Step 5 DPI-CI Review
Done
Step 6 TMS Review*
Selection Rejected
Changes
Step 7 DPI and TMS Reconcile*
Edits/Done
Step 8 DPI and TMS Edits*
Approved
Step 9 Selection Approved
Offline
Online
* At these Steps, Selections can be moved back to any previous step or removed from the Selection Pool.

Operational Base Form Review Process for End-of-Grade Assessments, End-of-Course Assessments, and NC Final Exams

Prior to Step 1, a NCDPI/Psychometrician chooses the test items for the initial placement of the preliminary base form, taking key balance into consideration.

Step 1: Ordered Item Numbers Supplied
A Psychometrician creates the form, and uploads a file listing the Item IDs to populate the form. The form is sent to **Step 3** for form review. Forms can come back to this step from **Step 3** with suggestions for replacements, or from **Step 4** with suggestions for replacements or revisions (either the content of the item or for key issues). The Psychometrician can replace items or incorporate revisions. The Psychometrician sends the form to **Step 2** (Production Edits) for revisions to artwork, graphs, or ELA selections. After any revision, the Psychometrician sends the form back to **Step 3**.

Step 2: Production Edits
Revisions to operational items such as artwork, graphs, and ELA selections are made by Production staff. If any revisions are made, the form is sent back to **Step 1** for review by a Psychometrician.

Step 3: Form Review
A Content Specialist reviews

- the items on the form for content alignment and quality of content, and
- the form for conflicts or repetition of content.

If any items are replaced because of concerns regarding conflicts or repetition of content among items, or for quality concerns, the Content Specialist sends the form back to **Step 1** with comments for the Psychometrician. Otherwise, the form is sent to **Step 4** for Test Measurement Specialist Review.

Step 4: NCDPI/Test Measurement Specialist Review/Key Balance
This review step is conducted to ensure that the form is ready for Outside Content Key Check (i.e., the form is ready to send to printer).

- This review covers both item- and form-level quality.
- The Test and Measurement Specialist (TMS) reviews each item, including any comments. Suggestions for revisions to items are made as needed.
- After reviewing the quality of each item, the form is evaluated in terms of cueing, repetition, content coverage, and balance across Depths of Knowledge and Types/Cognitive Processes.
- The key balance of the form is checked. If the key balance needs adjusting, these

suggestions are made by the NCDPI/TMS and submitted to the Test Development Section Chief who will approve/disapprove and the form is returned to **Step 1**.

After reviewing each item, the TMS can add form-level comments and suggested improvements, and can

- send the form back to **Step 1** with suggestions for replacements or revisions,
- move the form to **Step 5** (Reconcile), or
- delete the form from the pool.

Step 5: Reconcile

At this step, the form is sent for Outside Content Key Check. The Content Specialist reviews the form comments to ensure any suggested replacements or revisions have been addressed and that any approved replacements or revisions have been made correctly. If any replacements or revisions need adjusting, the Content Specialist moves the form back to **Step 1** with comments. Otherwise, the form moves to **Step 6** (Outside Content Key Check).

Step 6: Outside Content Specialist Key Check

An Outside Content Specialist reviews the form by answering each item and providing any comments and/or suggestions.

Step 7: Reconcile Outside Content Review

A Content Specialist checks the keyed response from the Outside Content Review against the key for each item and reviews all comments and/or suggestions from the Outside Content Expert. Any key disagreements are reconciled, and any comments and/or suggestions from the Outside Content Specialist are addressed.

Step 8: NCDPI/Psychometric Review/Key Balance

A Psychometrician

- reviews comments/suggestions from the Outside Content Specialist and from Editing staff, with consultation with the TMS and Content Specialists;
- checks key agreement with the Outside Content Specialist and resolves any disagreements through consultation with the TMS and Content Specialists;
- makes any approved revisions, or indicates revisions for Production staff to make, and sends the form to **Step 9** (Production Edits); and
- reuploads the form if any items are replaced.

Step 9: Production Edits

Revisions to items outside the technical scope of the Psychometrician (items such as artwork, graphs, and ELA selections) are made by Production staff. Once the revisions are made, the form is sent back to **Step 8** for review by a Psychometrician.

Step 10: Grammar Review
Two editors independently review the form for grammatical and/or formatting issues, providing comments and/or suggestions as needed.

Step 11: Content Lead Review/Finalize Form
A Content Lead reviews the base form and reviews all comments from Editing staff and addresses any suggestions. The Content Lead reviews the form comment history to ensure all comments have been addressed. After reviewing the form, the Content Lead either

- approves the form, and moves it to **Step 12** (Item Placement) (The form is cloned when the Content Lead approves the form, so all the needed versions of the base form will be at **Step 12** for item placement.) or
- moves the form back to **Step 8** if any edits to operational items need review.

Step 12: Item Placement
A Content Specialist places approved items in the embedding slots. The Content Specialist needs to check that

- the placed items match the layout files for the version of the base form,
- the items embedded for experimental use are of good quality,
- the items do not cue operational items or other embedded items,
- the keys of the embedded items do not create an unbalanced key for the overall form, and
- as a group, the items' difficulty and Depth of Knowledge or Knowledge Type/Cognitive Process are consistent with the surrounding base form.

After placing the items, the Content Specialist may choose one of the following options:

- Send the form to **Step 13** (Production Edits) for revisions to artwork, graphs, or ELA selections.
- Send the form to **Step 14** (Cueing Check).
- Delete the form.

Step 13: Production Edits
Revisions to embedded experimental items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 12** for review by a Content Specialist.

Step 14: Cueing Check
The Content Specialist and TMS review the entire form to check that the embedded items do not create cueing or repetition issues and that the embedded items' quality is acceptable. The TMS also should make sure the key balance is adequate. After the review, the Content Specialist can replace or revise embedded items based on the review. The Content Specialist then moves the form to **Step 15** for Outside Content/Grammar check.

Step 15: Outside Content Specialist Key Check and Grammar Check
An Outside Content Specialist and Editing staff member each review the embedded items. The Outside Content Specialist reviews the embedded items by working and answering each item and providing any comments or suggestions as needed; Editing staff reviews the items for any grammatical and/or formatting issues, providing comments and/or suggestions as needed.

Step 16: Reconcile
A Content Specialist checks the keyed response from the Outside Content Review against the key for each item and reviews all comments and/or suggestions from the Outside Content Expert. Any key disagreements are reconciled and any comments and/or suggestions from the Outside Content Expert are addressed. The Content Specialist also reviews suggestions from Editing staff and makes any necessary revisions.

If any items require substantial revisions, the item should be replaced and the form sent back to **Step 15**.

The Content Specialist can

- send the form to **Step 17** (Production Edits) for revisions to artwork, graphs, or ELA selections,
- send the form to **Step 18** (TMS Final Review), or
- delete the form.

Step 17: Production Edits
Revisions to embedded experimental items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 16** for review by a Content Specialist.

Step 18: Test Measurement Specialist Final Review
The TMS reviews the form, considering the comments from the **Step 15** reviews to ensure all comments have been addressed properly. The key balance of the form is checked. The TMS makes any needed edits to items. The TMS can send to **Step 19** for revisions. Then the TMS sends the form to **Step 20** (Final Grammar).

Step 19: Production Edits
Revisions to operational items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 18** for review by the TMS.

Step 20: Final Grammar Review
An Editor reviews the entire form for grammatical and/or formatting issues, providing comments and/or suggestions as needed.

Step 21: Final Manager Review
A Content Manager reviews comments/suggestions from the Final Grammar Review or **Step 24** (Compare) and makes any necessary revisions to embedded items. The Manager checks the form for overall quality and reviews the form comment history to ensure all comments have been addressed.

After reviewing the form, the Content Manager may choose one of the following options:

- Approve the form and send it to **Step 23** (Audio Approval) if the form will be recorded online.
- Approve the form and send it to **Step 24** (Compare) if the form will be unrecorded or on paper only.
- Send the form to **Step 20** (Psychometrician) if there are suggested revisions to operational items for the Psychometrician to consider.
- Send the form to **Step 22** (Production Edits) for revisions to artwork, graphs, or ELA selections.
- Reject the form.

Step 22: Production Edits
Revisions to embedded experimental items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 21** for review by a Content Manager.

Step 23: Audio Approval
A Content Specialist reviews the audio for each item and either approves the audio or indicates it needs correction. After all items' audio has been approved, the form is sent to **Step 24** (PDF/Online Check).

Step 24: PDF/Online Check
At this step, Production staff exports the form as a document and formats the document per formatting guidelines. The form is placed in a folder with a signoff sheet.

- Two Editors review the form for formatting concerns as well as any grammatical issues.
- A Content Specialist reviews the form for content and evaluates any comments and or suggestions from Editing reviews. If there are any edits to embedded items to execute in the online test development system, the Content Specialist indicates with each item what edits are approved and sends the form back to **Step 21**. Any suggestions that are rejected should be noted in the form comments. Any suggested edits to operational items that Content staff feel warrant consideration are directed to the TMS and Psychometrician for consideration.
- A Content Manager makes any approved edits in the online test development system and sends the form to **Step 23** for recorded online forms or **Step 24** for unrecorded or paper-only forms.

- After production staff makes corrections to the paper copy, the file is converted to a PDF and printed. The printed copy undergoes the same review as bullets 1–3 above.
- After the PDF of the form is approved, the form is sent to **Step 25** (Final Freeze/Export). If the forms are also offered online, the online forms will also be sent to **Step 25**.

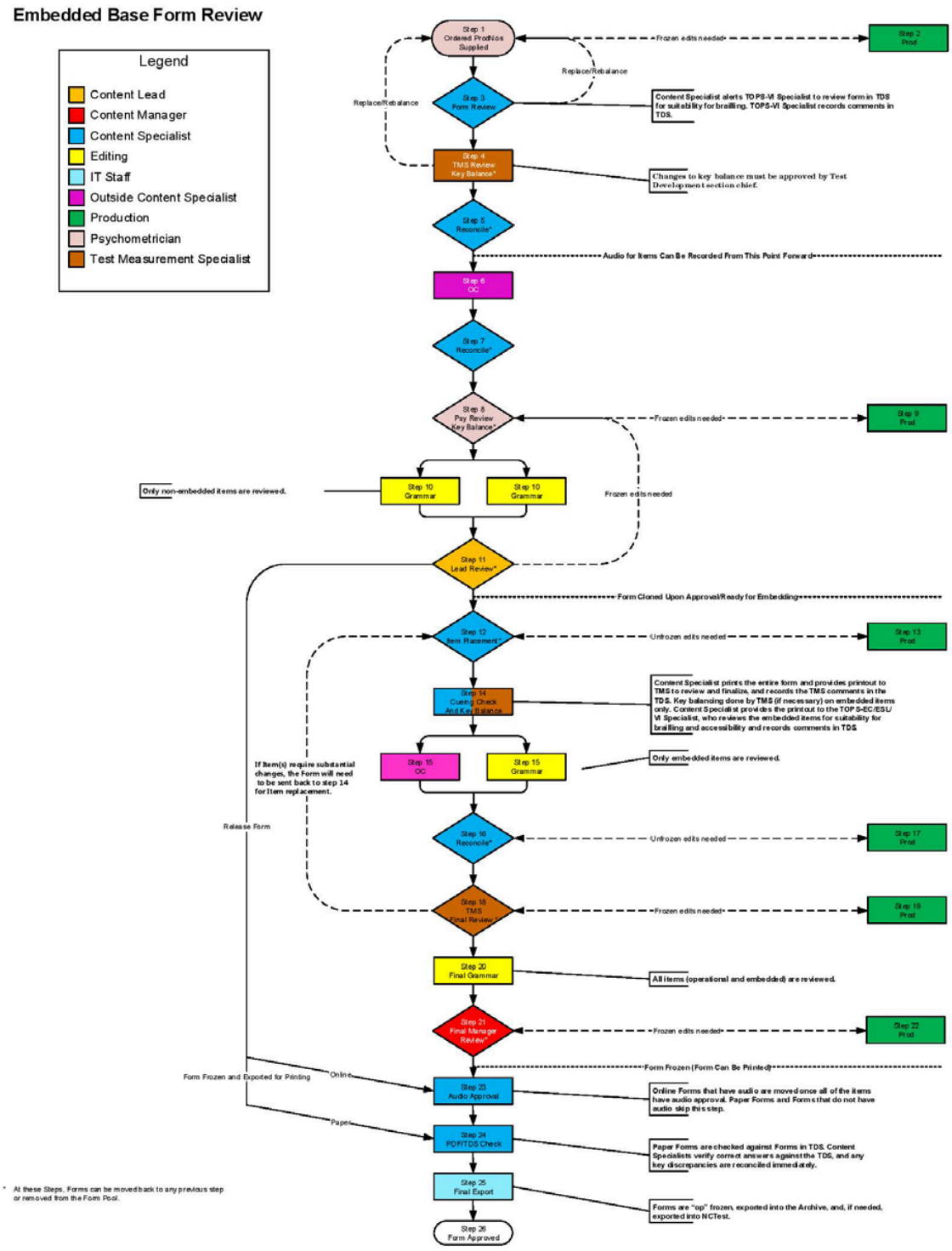
Step 25: Final Export

The form, all items, and any selections are operationally locked to prevent any revisions. This is to ensure that the published versions of the form, items, and selections are preserved electronically. Any online forms undergo checks in a variety of platforms to ensure that each item's content displays correctly and audio files for non-ELA subjects read correctly.

Step 26: Form Approved

The form is approved for administration.

Embedded Base Form Review



Item Development Process for the *NCEXTEND1* Alternate Assessments

Prior to **Step 1**, the standards to be measured must be defined. The test development process begins after new content standards are adopted by the North Carolina State Board of Education. All item writers and reviewers are required to complete training modules. The training includes a general course on item writing guidelines, including lessons on sensitivity and bias concerns. The writers and reviewers must also complete subject-specific courses on the Extended Content Standards.

Step 1: Item Created
Test items are written by North Carolina-trained item writers, including North Carolina teachers and/or curriculum specialists, and Content Specialists at Technical Outreach for Public Schools at North Carolina State University. All items are submitted on paper. The item writer assigns the item

- an Extended Content Standard and
- a secondary Extended Content Standard (when appropriate).

The item writer is also responsible for citing sources for any stimulus material to an item.

Step 2: Item Evaluation
Content Specialists review the item for accuracy of content, appropriateness of vocabulary (both subject-specific and general), adherence to item writing guidelines, and sensitivity and bias concerns. All Content Specialists (subject and the EC/EL/VI specialist) look for contexts that might elicit an emotional response and inhibit students' ability to respond as well as contexts that students may be unfamiliar with for cultural or socioeconomic reasons. The specialists review the item's assigned

  - Extended Content Standard
  - secondary Extended Content Standard (if applicable), and
  - key/appropriate foils.

- If the content of the item is not accurate or does not match an objective/standard, the item is revised or deleted.
- If necessary, the specialist should edit the stem and foils of the items for clarity and adherence to established item writing guidelines.
- If there are necessary revisions outside the technical scope of the specialist (such as artwork, graphs, or edits to ELA selections), the item is moved to **Step 3** for edits by Production staff.
- If the item contains stimulus material, the item is moved to **Step 3** for copyright checks by Copyright staff.

Once the content specialist has spent the needed time on the item and certifies that it is ready to be on a form, the items is sent to **Step 4** (Teacher Content Review).

Step 3: Production Edits/Copyright Checks
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and ELA selections) are revised by Production. Items with stimulus materials are reviewed by Copyright staff for copyright concerns and proper citation. Once the item is revised by Production or reviewed for copyrights, it is moved to **Step 2** for another review by a Content Specialist.

Step 4: Teacher Content Review
Teacher item reviewers are required to undergo the same training as item writers. At this step, two North Carolina-trained item reviewers look for any quality issues or bias/sensitivity issues and suggest improvements, if necessary. One of the teacher reviewers is an exceptional children's teacher, and the other is a general education teacher.
The exceptional education teacher pays particular attention to the item's appropriateness for student populations with moderate to severe intellectual disabilities. Both trained reviewers evaluate the item in terms of

- alignment to grade-level content standard;
- content of item: accurate content, there is one and only one correct answer, appropriate and plausible context;
- cognitive category;
- being clearly written;
- motivated and plausible distracters;
- design conforming to North Carolina item writing guidelines;
- appropriate language for the academic content area and age of students; and
- bias or sensitivity concerns.

Step 5: Reconcile Teacher Content Reviews
A Content Specialist carefully reviews all comments/suggestions from the content reviewers and makes any appropriate revisions. The Content Specialist may choose one of the following options:

- Send the item to **Step 6** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 7** (EC/EL/VI) if the item is ready for the next stage of review.
- Send it back to **Step 4** (teacher review) if major revisions are made.
- Delete the item.

Step 6: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and ELA selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 5** for review by a Content Specialist.

Step 7: Exceptional Children (EC), English Learner (EL), and Visually Impaired (VI) Review
The EC/EL/VI Specialist reviews the item for accessibility concerns for students with significant cognitive disabilities along with concerns for EL and VI students, such as accessibility of graphics for students with or without vision and also considers Brailling accessibility. This review addresses concerns owing to bias or insensitivity issues such as contexts that might elicit an emotional response and inhibit students' ability to respond and contexts that students may be unfamiliar with for cultural or socioeconomic reasons. Review of reading level of the item is considered along with stem and foil quality (stem is a clear and complete question, foils are straightforward, no repetitive words, the grammar of the stem agrees with the foils, idioms do not provide an accessibility issue).

Step 8: Reconcile EC/EL/VI Review
A Content Specialist reviews comments/suggestions from EC/EL/VI Specialist and makes any necessary revisions. The Content Specialist should indicate in the comments if any comments/suggestions from the reviewers were not approved and incorporated. The Content Specialist may choose one of the following options:

- Send the item to **Step 9** (Production) if there are revisions required that are outside the technical scope of the Content Specialist.
- Send the item to **Step 10** (Grammar Review) for review.
- Send it back to **Step 4** (teacher review) if major revisions are made.
- Delete the item.

Step 9: Production Edits
Items needing revisions outside the technical scope of the Content Specialist (such as artwork, graphs, and ELA selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 8** for another review by a Content Specialist.

Step 10: Grammar Review
The Editing staff reviews the item for grammatical issues. If the item had previously been sent back to S**tep 8** by Editing, the editor should check that the suggested revisions were addressed.

- If the editor suggests revisions to the item, the item will move back to **Step 8** for review by a Content Specialist.
- If the editor approves the item as is, the item proceeds to **Step 11** (Security Check).

Step 11: Security Check
Production staff checks to make sure no duplicate copy of the item exists in previous test forms or released items. If there is a duplicate copy of the item, then the item is returned to **Step 8** and flagged.

Step 12: Alternate Assessment Lead Review
The Alternate Assessment Lead reviews the comment history to ensure all comments have been addressed in terms of assessing students with significant cognitive disabilities. The Alternate Assessment Lead may choose one of the following options:

- Approve the item and move it to **Step 13** (Content Lead Review).
- Send it back to **Step 8** (Content Specialist Review) if revisions are requested.

Step 13: Content Lead Review and Reconciliation
The Content Lead reviews the item and makes any necessary revisions and also reviews the item comment history to ensure all comments have been addressed. The Content Lead may choose one of the following options:

- Send the item to **Step 14** (Production) if there are revisions required that are outside the technical scope of the Alternate Assessment Lead.
- Approve the item and move it to **Step 15** (Test and Measurement [TMS] Review).
- Send it back to **Step 2** if major revisions are made.
- Delete the item.

Step 14: Production Edits
Items needing revisions outside the technical scope of the Content Lead (such as artwork, graphs, and ELA selections) are revised by Production staff. Once the item is revised by Production staff, it is sent back to **Step 13** for review by the Content Lead.

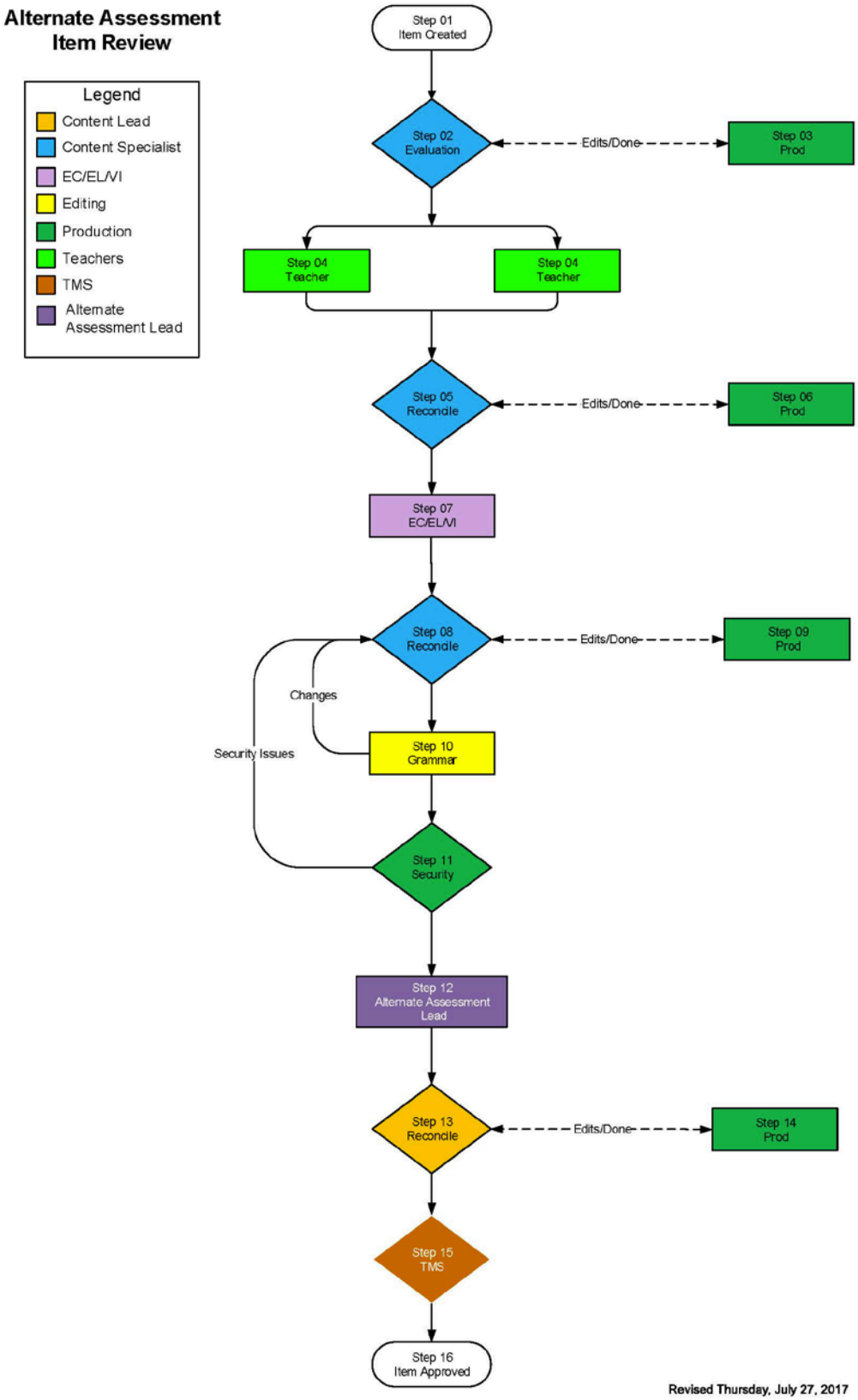
Step 15: Test Measurement Specialist Final Review
A TMS reviews for overall item quality and alignment. The TMS also checks that quality control measures have been followed by reading the comments from all previous reviews and verifying that the comments have been addressed by the Content Specialists.
The TMS evaluates the item for

- alignment to grade-level content standard;
- verification there is one and only one correct answer;
- cognitive category;
- bias, insensitivity, or accessibility issues; and
- overall item quality.

The TMS has these options when submitting the review:

- If the TMS approves the item as is, the item proceeds to **Step 16** (Item Approved).
- If the TMS indicates edits are needed, the item proceeds to **Step 8** for review by a Content Specialist.
- The TMS can also choose to **delete** the item.

Step 16: Item Approved
The item is now ready for placement on a form.


Alternate Assessment Item Review
Legend
Content Lead
Content Specialist
EC/EL/VI
Editing
Production
Teachers
TMS
Alternate Assessment Lead
Step 01 Item Created
Step 02 Evaluation
Edits/Done
Step 03 Prod
Step 04 Teacher
Step 04 Teacher
Step 05 Reconcile
Edits/Done
Step 06 Prod
Step 07 EC/EL/VI
Step 08 Reconcile
Edits/Done
Step 09 Prod
Changes
Security Issues
Step 10 Grammar
Step 11 Security
Step 12 Alternate Assessment Lead
Step 13 Reconcile
Edits/Done
Step 14 Prod
Step 15 TMS
Step 16 Item Approved
Revised Thursday, July 27, 2017

Selection Review Process for the *NCEXTEND1* Alternate Assessments

Prior to Step 1, an English Language Arts Content Specialist searches for appropriate selections for each assigned grade using criteria from Test Development staff, Instruction and Curriculum staff, and the North Carolina *Extended Content Standards.* The ELA Content Specialist also reviews the selections for any bias and sensitivity concerns.

Step 1: Folder Created

The Content Specialist creates a folder (color-coded by genre) for the selection. A Selection Form Submission slip is completed with the necessary copyright information (specialist's name, date, title, author, source, excerpts, etc., as well as copyright date and ISBN, if applicable) and the selection's readability score, and this is attached to the inside of the folder. Any suggested edits are noted on the selection. On the outside of the folder, a selection routing sheet is attached (includes grade level and title of selection). The Content Specialist also works with Production to create graphics to illustrate content in the selections.

Step 2: Grammar Check and Copyright Approval & Title/Author Search

The editing staff

- reviews for grammatical issues,
- determines if the selection is public domain, gratis, or copyrighted (if copyrighted, determine whether the publisher may be used or if there is a problem, such as excessive expense) and
- searches all selection databases to determine if the selection is already in use.

Step 3: Content Reconcile

Issues noted in Copyright reviews are reconciled by a Content Specialist.
The Content Specialist reviews once more to ensure that the selection has:

- alignment to grade-level expectations,
- appropriate content, selection length, readability,
- no bias or sensitivity or copyright concerns.

Based on review/reconciliation, the Content Specialist can:

- approve the selection as is, move to **Step 5**
- send the selection to **Step 4 Production** for edits or additions, including artwork (If any edits or additions are made to the selection including edits to or addition of artwork, the Content Specialist sends a new copy to the Copyright Staff so they can seek permission from the publisher if copyrighted).

Step 4: Production Edits

- Production staff makes edits to artwork. Once revisions are made, the selection is sent back to **Step 5** for another review by a Content Specialist.

Step 5: Alternate Assessment Lead Review

The Alternate Assessment Lead evaluates the selection for accessibility concerns for EC, EL, and VI students in terms of

- accessibility for students with significant cognitive disabilities;
- content and length of the selection;
- readability of the selection;
- concerns owing to bias or insensitivity issues, such as contexts that might elicit an emotional response and inhibit students' ability to respond and contexts that students may be unfamiliar with for cultural or socioeconomic reasons;
- accessibility of graphics for students with or without vision;
- appropriateness for Brailling;
- prior knowledge required to understand the selection; and
- unfamiliar vocabulary that cannot be understood from the surrounding context.

Any suggested edits are noted on the selection. Based on the review, the Alternate Assessment Lead can recommend to

- use the selection,
- use the selection with suggested edits, or
- not use the selection.

Step 6: Content Reconcile

Any issues noted in the Alternate Assessment Lead review are reconciled by a Content Specialist.

- *NOTE:* If any edits or additions are made to the selection (including edits to or addition of artwork), the Content Specialist sends a new copy to the Copyright Staff so they can seek permission from the publisher if copyrighted. Selections needing revision outside the technical scope of the Content Specialist are revised by Production Staff at **Step 7**.

Step 7: Production Edits

- Production staff makes edits to artwork. Once revisions are made, the selection is sent back to **Step 6** for another review by a Content Specialist.

Step 8: Test Measurement Specialist Final Review
The Test Measurement Specialist (TMS) evaluates the selection in terms of

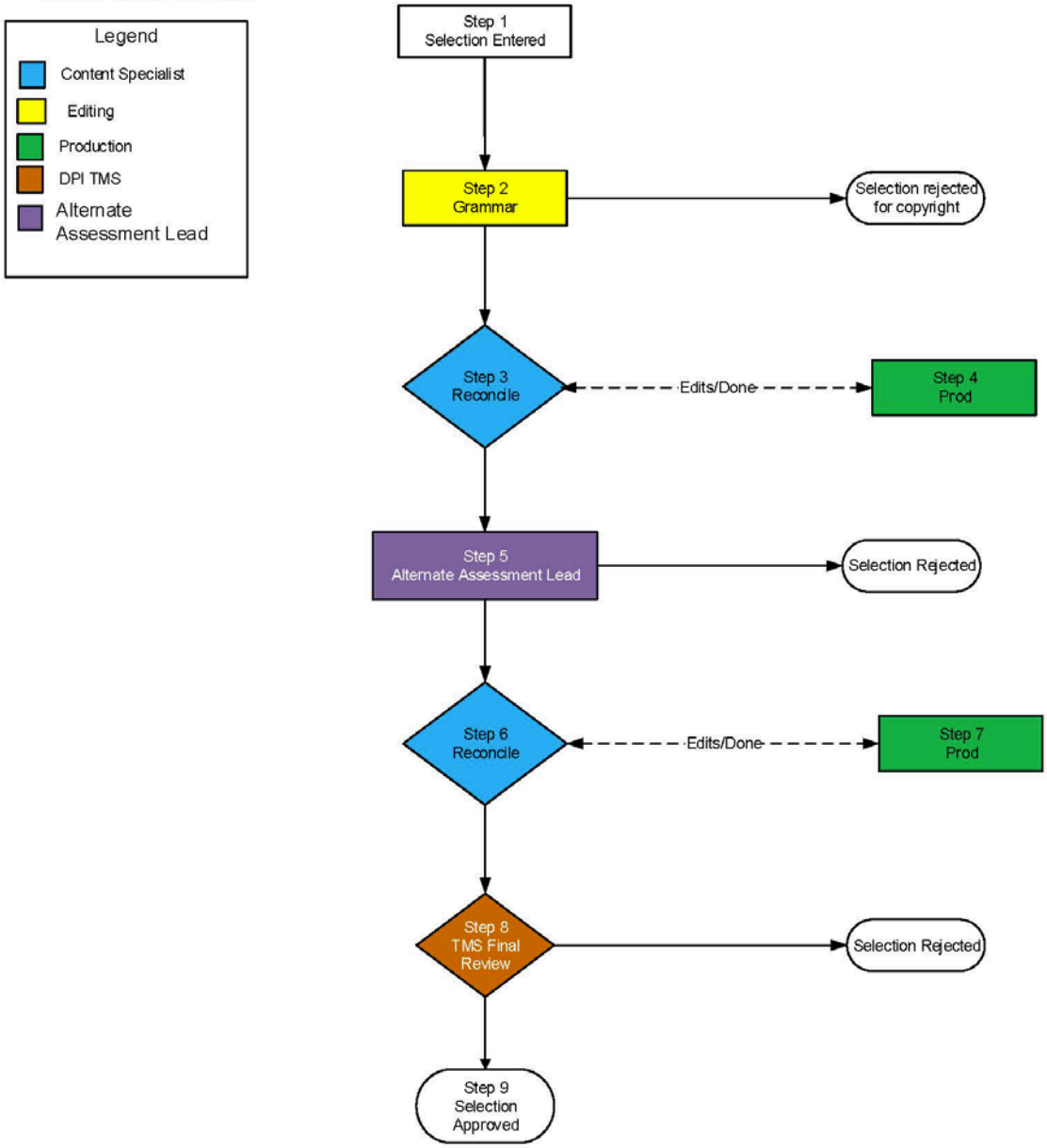
- alignment to grade-level expectations,
- content and length of the selection,
- readability of the selection, and
- bias or sensitivity concerns.

The TMS also evaluates

- any bias or sensitivity concerns raised by the Alternate Assessment Lead review and
- edits made by Content at **Steps 1 and 3.**
- If the TMS rejects the selection, it is deleted from the pool. If the TMS approves the selection, then it moves to **Step 9**.

Step 9: Selection Approved Selection is now ready to have items written to it.

Alternate Assessment Selection Review



Revised Thursday, July 27, 2017 8:37:09 AM

Operational Form Review Process for the *NCEXTEND1* Alternate Assessments

Prior to Step 1: Psychometrician reviews the test items for the initial placement in the form, taking key balance into consideration.

Step 1: Select Item Numbers
A Psychometrician selects/approves the items to populate the form. The Psychometrician can send the form to **Step 2** (Production Edits) for revisions to artwork, graphs, or ELA selections, if needed, or sends the form to **Step 3** for content review or for replacements, if needed the Psychometrician approves any item replacement or revisions.

Step 2: Production Edits
Revisions to items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 1** for review by the Psychometrician.

Step 3: Form Review/Reconciliation
A Content Specialist reviews

- the items on the form for content alignment and quality of content, and
- the form for conflicts or repetition of content.

If any items need to be replaced owing to concerns regarding conflicts or repetition of content among items, or for quality concerns, the Content Specialist sends the form back to **Step 1** with comments for the Psychometrician. Otherwise, the form is sent to **Step 4**, TMS review.

Step 4: Test Measurement Specialist Review
This review step is conducted to ensure that the form is ready for Outside Content Key Check (i.e., the form is ready for students).

- This review will cover both item and form-level quality.
- The Test Measurement Specialist (TMS) will submit a review for each item, including any comments. Suggestions for revisions to items should be made only when necessary.
- After reviewing the quality of each item, the form should be evaluated in terms of cueing, repetition, and content coverage.
- The key balance of the form is checked. If the key balance is poor, the TMS will suggest which items' foils to reorder and what the key ought to be. Any suggestions for key balance edits must be approved by the Test Development Section Chief and the form returned to **Step 1**.

After reviewing each item, the TMS can add form-level comments and suggested improvements, and can

- send the form back to **Step 1** with suggestions for replacements or revisions,
- move the form to **Step 5** (Reconcile), or
- delete the form from the pool.

Step 5: Reconcile
At this step, the form is ready for Outside Content Key Check. The Content Specialist should review the form comments to ensure any suggested replacements or revisions have been addressed and that any approved replacements or revisions have been made correctly. If any replacements or revisions were made incorrectly, the Content Specialist moves the form back to **Step 1** with comments. Otherwise, the form moves to **Step 7** (Outside Content Key Check).

Step 6: Production Edits
Revisions to items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 5** for review by a content specialist.

Step 7: Outside Content Specialist Key Check
An Outside Content Specialist reviews the form by answering each item and providing any comments and/or suggestions. This review must be done on-site.

Step 8: Reconcile Outside Content
Content Specialist checks the keyed response from the Outside Content Review against the key for each item and reviews all comments and/or suggestions from the Outside Content Expert. Any key disagreements are reconciled, and any comments and/or suggestions from the Outside Content Specialist are addressed. Forms needing revision outside the technical scope of the Content Specialist are revised by Production at **Step 9**.

Step 9: Production Edits
Revisions to items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 9** for review by a Content Specialist.

Step 10: Psychometric Review/Key Balance
A Psychometrician

- reviews comments/suggestions from the Outside Content Specialist and from Editing staff, with consultation with the TMS and Content Specialists;
- checks key agreement with the Outside Content Specialist and resolves any disagreements through consultation with the TMS and Content Specialists;
- makes any approved revisions, or indicates revisions for Production staff to make, and sends the form to **Step 11** (Production Edits); and
- checks the key balance.

Step 11: Production Edits
Revisions to items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 11** for review by the Psychometrician.

Step 12: Grammar Review
An editor reviews the form for grammatical and/or formatting issues, providing comments and/or suggestions as needed.

Step 13: Reconcile Grammar Review
A Content Specialist reviews the form and reviews all comments from Editing staff and addresses any suggestions. Forms needing revision outside the technical scope of the Content Specialist are revised by Production at **Step 14**.

Step 14: Production Edits
Revisions to embedded experimental items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 13** for review by a Content Specialist.

Step 15: Alternate Assessment Lead Review
The Alternate Assessment Lead reviews the comment history to ensure all comments have been addressed in terms of assessing students with significant cognitive disabilities. The Alternate Assessment Lead may choose one of the following options:

- Approve the form and move it to **Step 16** (Test Measurement Specialist Final Review).
- Send it back to **Step 13** (Content Specialist Review) if revisions are requested.

Step 16: Test Measurement Specialist Final Review
The TMS reviews the form, considering the comments from the **Step 15** review to ensure all comments have been addressed properly. The key balance of the form is checked. The TMS makes any needed edits to items. Then the TMS sends the form to **Step 18** (Final Grammar).

Step 17 Production Edits
Revisions to items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 16**.

Step 18: Final Grammar Review
An editor reviews the form for grammatical and/or formatting issues, providing comments and/or suggestions as needed.

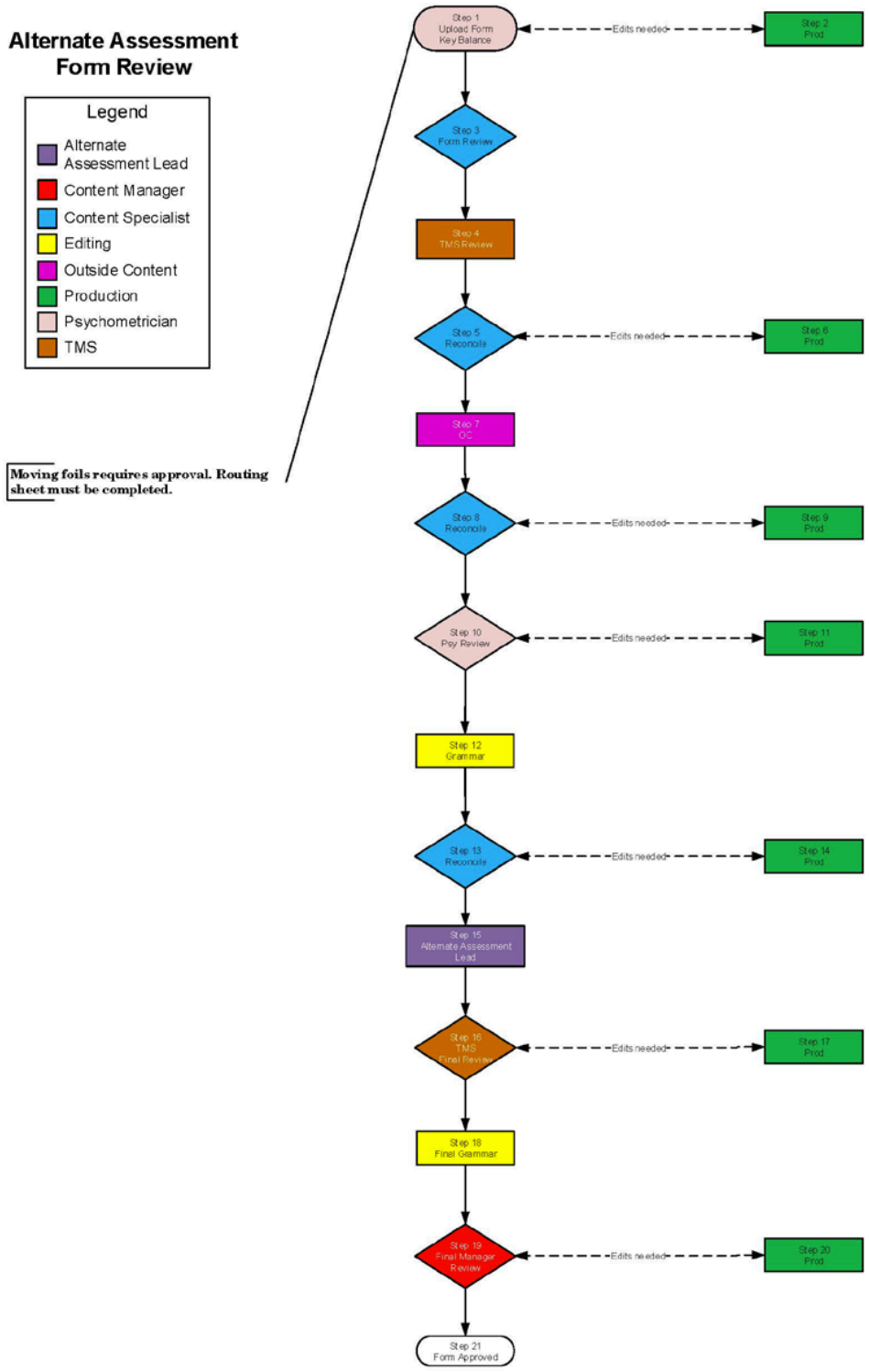
Step 19: Final Manager Review
A Content Manager reviews comments/suggestions from the Grammar Review and makes any necessary revisions. The Manager checks the form for overall quality and reviews the form comment history to ensure all comments have been addressed.
After reviewing the form, the Content Manager may choose one of the following options:

- Approve the form and send it to **Step 21**.
- Send the form to **Step 10** (Psychometrician) if there are suggested revisions to operational items for the Psychometrician to consider.
- Send the form to **Step 20** (Production Edits) for revisions to artwork, graphs, or ELA selections.
- Reject the form.

Step 20: Production Edits
Revisions to items such as artwork, graphs, and ELA selections are made by Production staff. Once the revisions are made, the form is sent back to **Step 19**.

Step 21: Form Approved
The form is approved for administration.

Alternate Assessment Form Review



Revised Tuesday, July 18, 2017 10:18:49 AM

Exhibit V.B-01 NCSBE ACCT-021 Accountability Annual Performance Standards

Policy ACCT-021: Accountability Annual Performance Standards **NC State Board of Education**

Original Adopted Date: 12/07/2017 | **Last Revised Date:** 08/02/2018 | **Last Reviewed Date:** 08/02/2018 **Status:** ADOPTED

NORTH CAROLINA STATE BOARD OF EDUCATION

Policy Manual

Item	Description
Policy Title	Accountability Annual Performance Standards
Policy Category	Accountability Model
Policy ID	ACCT-021
Policy Date	08/02/2018
Previous Policy Dates	01/06/2005, 04/05/2007, 09/11/2008, 05/06/2009, 10/01/2009, 04/01/2010, 09/01/2011, 03/07/2013, 06/04/2015, 08/06/2015, 04/07/2016, 05/05/2016, 12/01/2016, 05/04/2017, 12/07/2017
Statutory Reference	Every Student Succeeds Act (ESSA), GS 115C-105.35

Formerly GCS-C-021

1. All eligible students in membership (i.e., enrolled in a school) at grades 3 through 8 and in high school courses in which an end-of-course (EOC) assessment is administered shall participate in the state assessment program adopted by the State Board of Education (SBE). Participation is reported for (1) grades 3 through 8 end-of-grade (EOG) English language arts/reading and mathematics, (2) grades 5 and 8 EOG science, (3) grade 10 EOC English II, (4) grade 11 EOCs NC Math 1/NC Math 3 and EOC Biology, (5) grade 11 ACT, and (6) grade 12 Career and Technical Education Concentrators ACT WorkKeys.
    A. Effective 2017–18 and beyond, all eligible students in membership at grade 8 enrolled for credit in NC Math 1 shall take the EOC assessment at the completion of the course. Schools shall not assess these students on the grade 8 mathematics EOG assessment. These students will take the NC Math 3 EOC assessment for federal accountability in high school.

B. For the accountability model, a school that does not assess at least 95 percent of its expected test population for the all students group and each subgroup of students will be deemed not to have met participation rate requirements. For the ELA/reading and mathematics assessment (i.e., EOG ELA/reading, EOG Mathematics, EOC English, and EOCs NC Math 1/NC Math 3) academic indicator, the greater of all students tested, or 95 percent of students expected to test, shall be the denominator for proficiency calculations used in reporting, long-term goals, and the accountability model. Participation rates shall be publicly reported annually.
C. For the science (i.e., EOG Science and EOC Biology), ACT, and ACT WorkKeys assessments, participation rates shall be reported for all students and each subgroup of students. Missed participation rates will be highlighted in public reporting. Schools shall submit to the North Carolina Department of Public Instruction (NCDPI) justification for not meeting participation rates and a plan of action to improve participation rates.
D. Students identified as English Learners (ELs) shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations.
    1. Effective 2017–18 and beyond, ELs must participate in state assessments beginning with their first year in a U.S. school; however,
        a. For the first year, the requirement is for participation and for reporting (e.g., NC School Report Card), not the accountability model.
        b. For year two, ELs' test scores will be included in the growth analysis for the accountability model.
        c. For year three and beyond, ELs' test scores will be included in growth and the achievement indicator of the accountability model.
E. All students with disabilities who are included in membership, including those with Individualized Education Programs (IEPs) and those identified under Section 504 of the Rehabilitation Act of 1973, shall participate in the state assessment program using one of the following assessments as appropriate and as determined by the student's IEP or Section 504 Plan:
    1. The standard test administration with or without accommodations, or
    2. An alternate assessment (as defined below in letter F) with or without accommodations, if eligible.
F. Only students with the most significant cognitive disabilities who have IEPs may participate in a state-designated alternate assessment based on alternate academic achievement standards.
    1. These students shall be evaluated and included in the accountability performance composite.
    2. The ESSA requires the total number of students assessed in each subject using the alternate assessment based on alternate academic achievement standards statewide does not exceed 1.0 percent of the total number of all students assessed in each subject.
    3. As required by ESSA, the NCDPI must notify districts and charter schools that have been identified (based on the previous school year's participation data) as being likely to exceed 1.0 percent of students assessed in a subject area on the alternate assessment for the current school year.
        a. These identified districts and charter schools must provide the NCDPI a justification of the need to assess more than 1.0 percent of its students on the alternate assessment in any subject.
        b. Districts and charter schools that did not exceed 1.0 percent in the previous school year but anticipate exceeding in the current school year, must also submit a justification.
        c. Justifications from each district and charter school will be reviewed by the NCDPI, and follow up actions will be determined based on the information in the justification document.
        d. The completed justification must be signed by the superintendent/charter school director, exceptional children's director, and LEA/charter school test coordinator.

e. The justification documents for districts and charter schools that actually exceed the 1.0 percent participation on the alternate assessment will be publicly posted.

Related Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State Reference	Description
GS 115C-105.35	Part 1B. School Performance

Federal Reference	Description
ESSA	Every Student Succeeds Act (ESSA)

Part X Appendix

Exhibit X-01 2020-21 Innovative Assessment Volunteers

2020–21 Innovative Assessment Volunteers

SBE REGION	LEA CODE	LEA/CHARTER NAME	SCHOOL CODE	SCHOOL NAME	GRADE 7 READING	GRADE 4 MATH	2020–21 ASSURANCE RECEIVED	RAC
Northwest	140	Caldwell County Schools			Yes	Yes	Yes	John
Western	209	Cherokee Central Schools (Federal)			Yes	Yes	Yes	B. Caldwell
Sandhills	295	Innovative School District			Yes	Yes	Yes	Amanda
Southwest	360	Gaston County Schools				Yes	Yes	Scott
North Central	390	Granville County Schools			Yes	Yes	Yes	
Southeast	400	Greene County Schools			Yes	Yes	Yes	
North Central	430	Harnett County Schools			Yes		**Withdrawn**	B. Cooper
Southwest	491	Mooresville Graded School District			Yes		Yes	
North Central	510	Johnston County Schools			Yes	Yes	Yes	B. Cooper
Sandhills	620	Montgomery County Schools			Yes	Yes	Yes	
Southeast	650	New Hanover Schools			Yes	Yes	Yes	
Sandhills	770	Richmond County Schools			Yes	Yes	Yes	
Southwest	800	Rowan-Salisbury Schools			Yes	Yes	Yes	
Sandhills	830	Scotland County Schools			Yes	Yes	Yes	
Southwest	840	Stanly County Schools			Yes		**Withdrawn**	Scott
Western	870	Swain County Schools			Yes	Yes	**Withdrawn**	B. Caldwell
Northeast	940	Washington County Schools			Yes	Yes	Yes	
Northwest	950	Watagua Schools			Yes	Yes	Yes	John
Sandhills	26B	Alpha Academy Charter	26B	Alpha Academy Charter	Yes	Yes	Yes	
Piedmond Triad	79A	Bethany Community Charter	79A	Bethany Community Charter	Yes		**Withdrawn**	B. Cooper
Northwest	97D	Bridges Academy	97D	Bridges Academy	Yes	Yes	**Withdrawn**	John
Southwest	13B	Cabarrus Charter Academy	13B	Cabarrus Charter Academy	Yes	Yes	Yes	John
Southwest	13D	Concord Lake STEAM Academy	13D	Concord Lake STEAM Academy	Yes	Yes	**Withdrawn**	John
Southeast	65Z	D.C. Virgo Preparatory School	65Z	D.C. Virgo Preparatory School	Yes	Yes	Yes	Amanda
North Central	39A	Falls Lake Academy	39A	Falls Lake Academy	Yes	Yes	Yes	
Piedmond Triad	34F	Forsyth Academy	34F	Forsyth Academy	Yes	Yes	Yes	
Southwest	60Q	Invest Collegiate	60Q	Invest Collegiate	Yes	Yes	Yes	Scott
Sandhills	63A	The Academy of Moore County	63A	The Academy of Moore County		Yes	Yes	
Sandhills	60B	Sugar Creek Charter School	60B	Sugar Creek Charter School	Yes		Yes	
Southwest	61K	United Community School	61K	United Community School	Yes	Yes	**Withdrawn**	John
Southwest	61U	Uproar Leadership Academy	61U	Uproar Leadership Academy	Yes		**Withdrawn**	Scott
Northeast	74C	Winterville Charter Academy	74C	Winterville Charter Academy	Yes	Yes	**Withdrawn**	Patricia