Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Testing Transparency - Statewide Administration of the Testing Program, pursuant to S.L. 2017-57, (SB 257) Section 7.28A. (b)

Date Due: November 15, 2017
Report #23
DPI Chronological Schedule, 2017–2018

Introduction

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

(1) the source of funds supporting the local testing program;

(2) the time allotted to administer each test;

(3) whether the test is a computer-based test or a paper-based test;

(4) the grade level or subject area associated with the test;

(5) the date the test results are expected to be available to teachers and parents;

(6) the type of test, the purpose of the test, and the use of the test results; and

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

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

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

This report addresses the above legislative directives with respect to the current (2017–18) school year. The report has two sections: the first section provides the required information regarding the statewide testing program and uniform calendar, and the second section provides the information gathered from local boards of education regarding local testing programs.

Statewide Testing Program

The North Carolina Department of Public Instruction's (NCDPI's) Accountability Services Division (www.ncpublicschools.org/accountability/) ensures that North Carolina's statewide testing program meets the requirements of all applicable state and federal laws. These laws are designed to promote student academic achievement and to assist stakeholders in understanding and gauging this achievement against standards. To these ends, the NCDPI Accountability Services Division endeavors to accomplish the following three main objectives:

(1) Design and development of reliable and valid assessment instruments,
(2) Uniform implementation of and access to suitable assessment instruments for all students, and
(3) Provision of accurate and statistically appropriate reports.

To meet these objectives, the NCDPI supports and/or administers an array of statewide standardized assessments ranging in purpose from placement to summative measurement of academic achievement, and ranging in grade from kindergarten to grade twelve. The NCDPI ensures that all assessments are accessible to every North Carolina student, including students with disabilities. Per G.S. §115C-174.12(a)(4), "all annual summative assessments of student achievement adopted by the SBE and all final exams for courses are administered within the final ten (10) instructional days of the school year for year-long courses and within the final five (5) instructional days of the semester for semester courses." Placement testing occurs at the beginning of both fall and spring semesters, and college-and-career readiness testing, which includes Pre-ACT, ACT, and ACT WorkKeys, occurs during set windows during the fall and spring semesters.

In response to Section (e1) of this legislation, the NCDPI developed a uniform calendar that includes the administration dates and times for all state-required testing and reporting results for the next two school years. On July 13, 2017, the calendar was provided to local boards of education in an electronic format which allowed each local board of education and its schools to populate the calendar with the information required by subsection (d) of the legislation. The calendar is published on the NCDPI's website at http://www.ncpublicschools.org/accountability/ and is searchable by local education agency (LEA) school administrative unit. Tabs located at the bottom of the calendar denote whether a test is required by the state or required by the LEA. The LEA tabs also include tests required by a school within the district.

In addition to the uniform electronic calendar that was provided to local boards of education in July 2017, the NCDPI publishes annually the North Carolina Statewide Testing Program Operational Calendar. The operational calendar for 2017–18 is located at http://www.ncpublicschools.org/accountability/ and is as follows:

North Carolina Testing Program Operational Calendar
2017−18 School Year–Summer

Assessment	Testing Window
W–APT (Kindergarten only)[1]	Initial assessment required within 30 calendar days of enrollment at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year.
WIDA Screener[1]	Initial assessment required within 30 calendar days of enrollment at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year.
READY End-of-Course (EOC) Assessments—Biology, English II, and NC Math 1	Final 5 instructional days of the summer school course
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments[2]	July 18–July 31, 2017
Read to Achieve Test—Grade 3[3]	Locally determined date at the conclusion of reading camp

[1] Federal and state policies require all K–12 students identified as language minority students through the Home Language Survey (HLS) process upon initial enrollment be assessed for limited English language proficiency. The state instruments for identification of English Learner (EL) students are the WIDA Screener for grades 1–12 and the W-APT for kindergarten. The identification and the subsequent placement of EL students in English as a Second Language (ESL) services are guided at the state level by the North Carolina Department of Public Instruction (NCDPI) Curriculum and Instruction Division. All students identified as ELs must be administered the ACCESS for ELLs 2.0® or the Alternate ACCESS for ELLs® during the annual English language proficiency testing window.

[2] Credit by Demonstrated Mastery (CDM) is the process by which local education agencies (LEAs)/charter schools shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

[3] Students who have not demonstrated reading proficiency at or above the third-grade level by the end of the third-grade year are provided an opportunity to take the Read to Achieve Test at the end of reading camp on a day designated by the local education agency (LEA).

Summer School Administrations of End-of-Grade and End-of-Course Assessments for 2016–17 Accountability

Districts/charter schools may administer end-of-grade (EOG) and end-of-course (EOC) assessments during summer programs. Summer program scores uploaded to the North Carolina Department of Public Instruction (NCDPI) by 5:00 p.m. June 30, 2017 will be included in 2016–17 accountability calculations. Summer program scores uploaded to the NCDPI after June 30, 2017, will be included in the 2017–18 accountability analysis. Summer school administration scores will be counted only for proficiency, not growth.

2017–18 School Year–Fall

Assessment	Testing Window
W–APT (Kindergarten only)[1]	Initial assessment required within 30 calendar days of enrollment at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year.
WIDA Screener[1]	Initial assessment required within 30 calendar days of enrollment at the beginning of the school year or 14 calendar days if the student enrolls after the beginning of the school year.
Beginning-of-Grade 3 English Language Arts/Reading Test[2]	Begins on the 11th day of the school year and continues through the 15th day.
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments[3]	September 11–September 22, 2017
PreACT® (Grade 10)	October 16–November 30, 2017
College and Career Readiness Alternate Assessment (CCRAA) at Grade 10	October 16–November 30, 2017
ACT® WorkKeys—Standard and Accommodated Administrations (Paper/Pencil)	November 27–December 8, 2017
READY End-of-Course (EOC) Assessments—Biology, English II, and NC Math 1	Final 5 instructional days of the semester (4x4/semester courses)
NC Final Exams[4]	Final 5 instructional days of the semester (4x4/semester courses)
Read to Achieve Test—Grade 3[5]	Locally determined date by November 1, 2017

[1] Federal and state policies require all K–12 students identified as language minority students through the Home Language Survey (HLS) process upon initial enrollment be assessed for limited English language proficiency. The state instruments for identification of English Learner (EL) students are the WIDA Screener for grades 1–12 and the W-APT for kindergarten. The identification and the subsequent placement of EL students in English as a Second Language (ESL) services are guided at the state level by the North Carolina Department of Public Instruction (NCDPI) Curriculum and Instruction Division. All students identified as ELs must be administered the ACCESS for ELLs 2.0® or the Alternate ACCESS for ELLs® during the annual English language proficiency testing window.

[2] The Beginning-of-Grade 3 English Language Arts/Reading Test is part of the North Carolina Read to Achieve program.

[3] Credit by Demonstrated Mastery (CDM) is the process by which local education agencies (LEAs)/charter schools shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

[4] The grade 4 science and the grades 4 and 5 social studies NC Final Exams are only available for spring administrations.

[5] Students with a retained reading label in a 3/4 transitional class or a grade 4 accelerated class are provided an additional opportunity to satisfy the Read to Achieve legislation by passing the Read to Achieve Test by November 1.

2017–18 School Year–Spring

Assessment	Testing Window
W–APT (Kindergarten only)[1]	Initial assessment required within 14 calendar days if the student enrolls after the beginning of the school year.
WIDA Screener[1]	Initial assessment required within 14 calendar days if the student enrolls after the beginning of the school year.
ACCESS for ELLs 2.0® [1]	February 5–March 9, 2018
Alternate ACCESS for ELLs®[1]	February 5–March 9, 2018
Credit by Demonstrated Mastery (CDM) Phase 1 Assessments[2]	February 1–February 14, 2018
ACT® WorkKeys—Standard and Accommodated Administrations (Paper/Pencil)	February 12–23, 2018
ACT®—Initial Test Date (Paper/Pencil)	February 27, 2018
ACT®—Makeup Test Date (Paper/Pencil)	March 20, 2018
ACT®—Accommodations Testing Window	February 27–March 13, 2018
ACT®–Online	February 27 and 28; March 1, 6, 7 and 8
College and Career Readiness Alternate Assessment at Grade 11	February 27–March 13, 2018
NCEXTEND1 Alternate Assessment—Grade 11	February 27–March 13, 2018
NCEXTEND1 Alternate Assessment—English Language Arts/Reading, Mathematics Grades 3–8, Science Grades 5 and 8	Final 10 instructional days of the school year
NCEXTEND1 Alternate Assessment—Biology, English II, and Math I	Final 10 instructional days of the school year
READY End-of-Course (EOC) Assessments—Biology, English II, and NC Math 1	Final 5 instructional days of the semester (4x4/semester courses) Final 10 instructional days of the school year (yearlong courses)
READY End-of-Grade (EOG) Assessments—English Language Arts/Reading, Mathematics Grades 3–8, Science Grades 5 and 8	Final 10 instructional days of the school year
Read to Achieve Test—Grade 3[3]	Final 10 instructional days of the school year
Grade 3 End-of-Grade (EOG) English Language Arts/Reading Retest[3]	Final 10 instructional days of the school year
NC Final Exams	Final 5 instructional days of the semester (4x4/semester courses) Final 10 instructional days of the school year (yearlong courses)

[1] Federal and state policies require all K–12 students identified as language minority students through the Home Language Survey (HLS) process upon initial enrollment be assessed for limited English language proficiency. The state instruments for identification of English Learner (EL) students are the WIDA Screener for grades 1–12 and the W-APT for kindergarten. The identification and the subsequent placement of EL students in English as a Second Language (ESL) services are guided at the state level by the North Carolina Department of Public Instruction (NCDPI) Curriculum and Instruction Division. All students identified as ELs must be administered the ACCESS for ELLs 2.0® or the Alternate ACCESS for ELLs® during the annual English language proficiency testing window.

[2] Credit by Demonstrated Mastery (CDM) is the process by which local education agencies (LEAs)/charter schools shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

[3]Students at grade 3 who failed to demonstrate reading proficiency appropriate for a third-grade student on the regular (first) administration of the EOG English Language Arts/Reading assessment may take the Read to Achieve Test and/or the EOG English Language Arts/Reading Retest as an option to satisfy the requirements of the Read to Achieve legislation.

2017–18 School Year–National Assessment of Educational Progress (NAEP) and International Assessments[1]

Assessment	Number of Schools Participating	Testing Window
NAEP Civics, Geography, and US History at Grade 8	23	January 29–March 9, 2018
NAEP TEL (Technology and Engineering Literacy) at Grade 8	30	January 29–March 9, 2018
International Computer and Information Literacy Study (ICILS) at Grade 8	8	March–April 2018

[1] The National Center for Education Statistics (NCES) selects a nationwide sample of schools and students for participation in NAEP and International Assessments 2017–18. Local education agencies (LEAs) and schools selected to participate will be notified by June 2017.

The NCDPI Accountability Services Division also provides accurate and statistically appropriate reports for public consumption through the following websites:

- Accountability and Testing Results (www.ncpublicschools.org/accountability/reporting/)
- NC School Report Cards (www.ncpublicschools.org/src/)

Local Testing Programs

Background

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

To standardize and make comparable the information submitted by LEAs in response to the legislation, the NCDPI created a standard format and specific requirements for LEAs to use for their submissions. The NCDPI collected the LEA submissions from July 13, 2017 through October 1, 2017. In the instructions and supporting materials the NCDPI provided to LEAs, "local testing" was defined, for the purposes of this report, as follows:
- "Testing that is administered in schools within local school administrative units as initiated by either the LEA or school, and administered either LEA- or school-wide (including for all students of one grade in a district or school)."
- Testing that is initiated by classroom teachers was to be considered part of the teachers' instructional practice and thus, not considered local testing for the purposes of this report.
- Testing that is required or recommended by the state (including testing that offers local discretion related to the particular "brand" or form used) was not considered local testing for the purposes of this report.

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

Summary of Information Submitted by Local Boards of Education

All 115 LEAs (and two charter schools) submitted information and reported at least one test to be counted as comprising the "local testing" program, as defined above. Unless otherwise noted in this report, 1,934 local assessments were reported statewide. The extent of local testing appeared to vary widely across LEAs, but data quality challenges made it difficult to draw any reliable conclusions from the data regarding the exact size of any one program. Though the data should be interpreted with caution, it does provide some summary statistics that the NCDPI used with a reasonable level of confidence to describe the following aspects of local testing (as required by the legislation):
- "local testing to be administered to students by the local school administrative unit at the direction of the local board of education in its schools
- the calendar for administering those tests
- the source of funds supporting the local testing program
- the time allotted to administer each test
- whether the test is a computer-based test or a paper-based test
- the grade level or subject area associated with the test
- the date the test results are expected to be available to teachers and parents
- the type of test, the purpose of the test, and the use of the test results
- estimates of average time for administering tests required by the local board of education by grade level."

Local Testing: Type of Test, Test Subject, and Grade Level

Across the 115 LEAs, the focus of local testing programs appears to be benchmark/interim assessments. Nearly seventy percent (69.6%) of all local testing reported for 2017–18 fell into this category. "Benchmark" and "interim" are two terms used typically, and often interchangeably, by district and school personnel to describe tests that are administered throughout the school year but not at the end of the school year. These tests, which are designed to measure at a point in time a student's progress toward mastery of content, may or may not be directly aligned with the state end-of-grade (EOG) or end-of-course (EOC) summative assessments. Since some local districts use the term "interim" for this type of test, while others use the term "benchmark," the local testing data collection offered LEAs either term as an option for describing local testing. As seen in Table 1, the terms are combined for purposes of understanding the type of local testing being conducted in North Carolina.

Table 1. *Type of Test*

Test Type	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Benchmark/Interim Assessment	1,346	69.6	1,346	69.60
Diagnostic	137	7.08	1,483	76.68
Formative Assessment	174	9	1,657	85.68
Not Specified	2	0.1	1,659	85.78
Other*	17	0.88	1,676	86.66
Placement	35	1.81	1,711	88.47
Screening	75	3.88	1,786	92.35
Summative Assessment	121	6.26	1,907	98.60
Test Practice	27	1.4	1,934	100

***Other** includes the following: Academically & Intellectually Gifted (AIG)/IQ and College & Career Readiness Testing.

The focus of LEA benchmark/interim testing appears to be on the core subject areas of Mathematics, English Language Arts/Reading, and Science (see Table 2). These subjects are the focus of the statewide EOG and EOC assessments used for state and federal school accountability purposes. As seen in Table 3, more students in elementary and high school grades participate in local testing rather than students enrolled in middle schools.

Table 2. *Test Subject*

Test Subject	Frequency	Percent	Cumulative Frequency	Cumulative Percent
AIG/IQ Assessments	49	2.53	49	2.53
Adv Placement	10	0.52	59	3.05
Arts & Humanities	16	0.83	75	3.88
CTE	181	9.36	256	13.24
Career Exploration/Readiness	6	0.31	262	13.55
College Placement	7	0.36	269	13.91
College Placement/Readiness	13	0.67	282	14.58
EC Diagnostic/Placement	2	0.10	284	14.68
ELA/Reading	398	20.58	682	35.26
ELA/Reading & Math	224	11.58	906	46.85
ELA/Reading, Math & Science	230	11.89	1,136	58.74
Health & PE	15	0.78	1,151	59.51
Math	411	21.25	1,562	80.77
ROTC	3	0.16	1,565	80.92
Science	230	11.89	1,795	92.81
Social Studies	99	5.12	1,894	97.93
World Languages	22	1.14	1,916	99.07
Writing	18	0.93	1,934	100

Table 3. *Grades Tested*

Grades Tested*	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Elem/Mid/High	60	3.1	60	3.10
Elem/Middle	246	12.72	306	15.82
Elementary	587	30.35	893	46.17
High	628	32.47	1,521	78.65
Middle	368	19.03	1,889	97.67
Middle/High	44	2.28	1,933	99.95
Other (Elem/High)	1	0.05	1,934	100.00

*Grades tested could be any grade or a combination of grades at the specific level.

Delivery Mode

Over fifty percent of the 115 LEAs reported that local testing was administered online rather than paper-and pencil (see Table 4). Effective with the 2017–18 school year, the North Carolina Testing Program provides all state assessments in both online and paper-and-pencil modes. Some of the state assessments are required online administrations (i.e., English II, NC Math 1, NC Math 2, Science Grade 8, and ACCESS for ELLs). The NCDPI encourages districts and schools to continue to move toward online assessments as much as the local technical infrastructure will allow.

Table 4. *Delivery Mode*

Delivery Mode*	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Online	1,010	52.49	1,010	52.49
Online/Paper and Pencil	361	18.76	1,371	71.26
Paper and Pencil	553	28.74	1,924	100

*A delivery mode was not reported for ten (10) tests.

Calendar for Administering Local Testing

To administer local tests, LEAs establish testing windows during which each test is to be given either LEA-wide, sometimes staggered to occur at different times at particular schools, or for particular grades. These testing windows typically have a start date—the initial date on which students may be tested somewhere, if not everywhere, in the LEA—and then schools have discretion regarding when they schedule school- or grade-wide testing. Some of the testing may even be scheduled on a given day for students in small groups or for individuals, depending upon a school's resources and/or the accommodations required by individual students. A testing window may therefore be many days long, so that all students in the target population can be tested, but that does not imply that each individual student undergoes testing more than once in the window or for an extended period of time. For example, during a scheduled LEA testing window of 30 days for a particular benchmark/interim, each student may undergo less than one full school day of testing. That said, a summary of testing windows does provide insight into how much time LEAs are building into their academic calendars to administer local testing programs.

Statewide, in every month of the school year, at least one local testing window is scheduled to begin. The most common months during which local testing windows begin are September and October (see Figure 1).
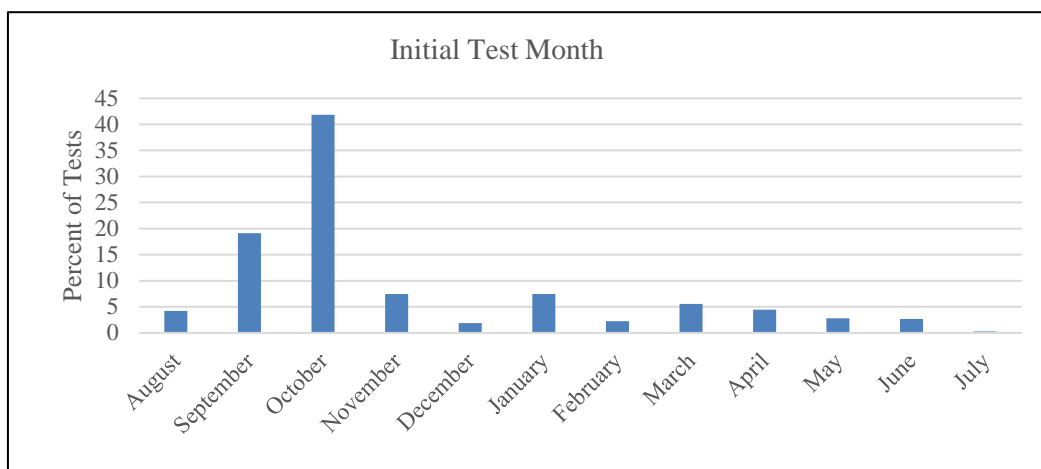

Figure 1. The months local testing windows begin.

As shown in Table 5, the length of scheduled testing windows appears to vary between one and more than 60 days, with five (5) days being the most common number reported. The actual number of days required to administer the local assessment within the testing window was one (1) day (see Table 6).

Table 5. *Testing Window*

Testing Window	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	152	7.86	152	7.86
2	89	4.6	241	12.46
3	103	5.32	344	17.79
4	40	2.07	384	19.86
5	753	38.91	1137	58.79
6	81	4.19	1,218	62.98
7	64	3.31	1,282	66.29
8	24	1.24	1,306	67.53
9	16	0.83	1,322	68.36
10	266	13.75	1,588	82.11
11	3	0.16	1,591	82.26
12	3	0.16	1,594	82.42
13	5	0.26	1,599	82.68
14	64	3.31	1,663	85.99
15	59	3.05	1,722	89.04
16	9	0.47	1,731	89.50
17	2	0.1	1,733	89.61
18	9	0.47	1,742	90.07
19	4	0.21	1,746	90.28
20	18	0.93	1,764	91.21
21	8	0.41	1,772	91.62
22	4	0.21	1,776	91.83
23	10	0.52	1,786	92.35
24	45	2.33	1,831	94.67
25	21	1.09	1,852	95.76
27	1	0.05	1,853	95.81
30	27	1.4	1,880	97.21
31	4	0.21	1,884	97.41
34	1	0.05	1,885	97.47
45	2	0.1	1,887	97.57
52	1	0.05	1,888	97.62
60	11	0.57	1,899	98.19
Ongoing	35	1.81	1,934	100.00

Table 6. *Day Required for Test Administration*

Days	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1,531	79.16	1,531	79.16
2	134	6.93	1,665	86.09
3	159	8.22	1,824	94.31
4	23	1.19	1,847	95.50
5	50	2.59	1,897	98.09
6	8	0.41	1,905	98.50
7	5	0.26	1,910	98.76
10	3	0.16	1,913	98.91
11	3	0.16	1,916	99.07
13	2	0.1	1,918	99.17
15	16	0.83	1,934	100

Time Allotted for Standard Administration

The time LEAs allot for standard administrations of local assessments varies from 30 minutes or less up to five (5) hours (see Figure 2). Across the 115 LEAs, nearly 40% percent of the tests administered require 75 to 90 minutes for the standard administration.
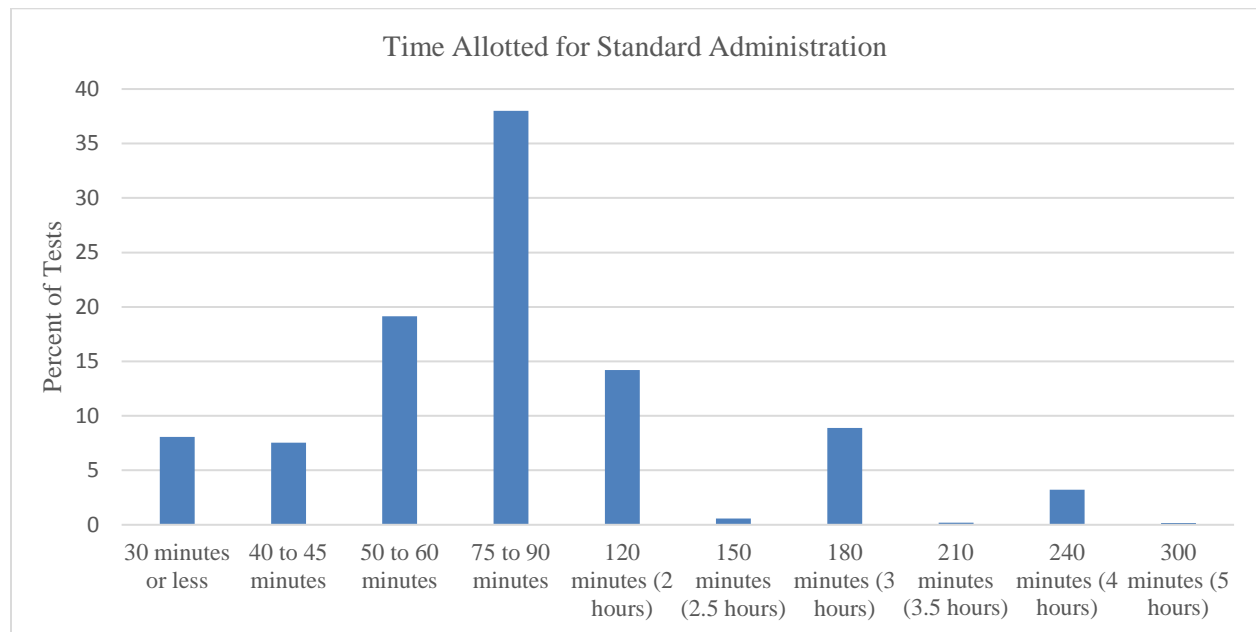

Figure 2. LEAs' estimated time for standard administration of local assessments.

Test Format and Availability of Results

Regardless of the mode of delivery (i.e., online or paper-and-pencil), assessments that contain multiple-choice test items only, allow LEAs to get test results within the same day of the test administration. Assessments that contain performance items, such as constructed response or short answer items, take longer to score. The scoring process for performance items usually begins the morning after the test record is received by the vendor/scorer. The results are returned to the LEA within approximately five (5) to seven (7) business days. A summary of the data in Tables 7 and 8, shows that most of the local assessments contain multiple-choice items only (81%), and that most of the teachers (47%) can get results back from these assessments within the same day of the administration.

Table 7. *Test Format*

Test Format*	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Multiple-Choice	1,548	80.63	1,548	80.63
Multiple-Choice and Performance	290	15.10	1,838	95.73
Performance	82	4.27	1,920	100

*A test format was not reported for 14 tests.

Table 8. *Availability of Assessment Results in Days for Teachers*

Results for Teachers	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Same Day	911	47.08	911	47.10
1	398	20.57	1,309	67.68
2	132	6.82	1,441	74.51
3	106	5.48	1,547	79.99
4	6	0.31	1,553	80.30
5	236	12.2	1,789	92.50
6	11	0.57	1,800	93.07
7	25	1.29	1,825	94.36
8	2	0.1	1,827	94.47
9	1	0.05	1,828	94.52
10	22	1.14	1,850	95.66
14	9	0.47	1,859	96.12
15	4	0.21	1,863	96.33
20	4	0.21	1,867	96.54
21	5	0.26	1,872	96.79
28	1	0.05	1,873	96.85
30	26	1.34	1,899	98.19
Over 30 Days	30	1.55	1,929	99.74
Not Specified	5	0.31	1,934	100.00

SBE policy TEST-001states the following:

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

(h) LEAs shall report scores resulting from the administration of districtwide and state-mandated tests to students and parents or guardians along with available score interpretation information within thirty (30) days from generation of the score at the LEA level or receipt of the score and interpretive documentation from the NCDPI.

Table 9 shows the number of days by test that it takes for parents to receive their student's score and/or interpretive documentation. Most parents receive results within either five (5) days (25%) or ten (10) days (19%) of the generation of the score. However, the data also indicates that some parents (1%) do not receive test results until thirty-five (35) days after the generation of the score while others do not receive any results (8%).

Table 9. *Availability of Assessment Results in Days for Parents*

Results for Parents*	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Same Day	127	6.56	127	6.57
1	178	9.2	305	15.77
2	139	7.18	444	22.96
3	105	5.43	549	28.39
4	14	0.72	563	29.11
5	482	24.91	1,045	54.03
6	5	0.26	1,050	54.29
7	112	5.79	1,162	60.08
8	1	0.05	1,163	60.13
10	366	18.91	1,529	79.06
12	2	0.1	1,531	79.16
14	13	0.67	1,544	79.83
15	32	1.65	1,576	81.49
16	1	0.05	1,577	81.54
18	1	0.05	1,578	81.59
20	1	0.05	1,579	81.64
21	5	0.26	1,584	81.90
24	1	0.05	1,585	81.95
25	2	0.1	1,587	82.06
30	153	7.91	1,740	89.97
35	28	1.45	1,768	91.42
Not Intended	156	8.11	1,924	99.48

*Availability of assessment results in days for parents was not reported for ten (10) tests.

Use of Results

A summary of the data in Table 10 shows that educators from the 115 LEAs use the results from local assessments to try to determine what students already know about the concepts and skills to be covered by instruction (i.e., diagnostic/formative). Teachers typically administer diagnostics for reading and math skills, using the results to provide remedial instruction or place students within appropriately leveled classes or small groups. Many content teachers, though, give formative assessments to gauge what knowledge students bring to class. Some schools also diagnose concepts as a whole, aiming to reveal commonly held misconceptions in specific subjects. Results of these diagnostics inform teachers about the direction they need to take in their instruction, meaning how early or advanced in the topic they can begin.

Table 10. *Use of Results by Local Assessment*

Use of Results*	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Diagnostic	246	12.75	246	12.72
Diagnostic, Formative	154	7.98	400	20.68
Diagnostic, Formative, Parent Information	74	3.84	474	24.51
Diagnostic, Formative, Summative	14	0.73	488	25.23
Diagnostic, Formative, Summative, Parent Information	29	1.5	517	26.73
Diagnostic, Parent Information	26	1.35	543	28.08
Diagnostic, Placement	12	0.62	555	28.70
Diagnostic, Placement, Formative	7	0.36	562	29.06
Diagnostic, Placement, Formative, Parent Information	8	0.41	570	29.47
Diagnostic, Placement, Formative, Summative	8	0.41	578	29.89
Diagnostic, Placement, Formative, Summative, Parent Information	17	0.88	595	30.77
Diagnostic, Placement, Parent Information	11	0.57	606	31.33
Diagnostic, Placement, Summative	1	0.05	607	31.39
Diagnostic, Placement, Summative, Parent Information	2	0.1	609	31.49
Diagnostic, Summative	16	0.83	625	32.32
Diagnostic, Summative, Parent Information	4	0.21	629	32.52
Formative	698	36.18	1,327	68.61
Formative, Parent Information	163	8.45	1,490	77.04
Formative, Summative	43	2.23	1,533	79.27
Formative, Summative, Parent Information	6	0.31	1,539	79.58
Parent Information	1	0.05	1,540	79.63
Placement	59	3.06	1,599	82.68
Placement, Formative	118	6.12	1,717	88.78
Placement, Formative, Parent Information	3	0.16	1,720	88.93
Placement, Formative, Summative, Parent Information	1	0.05	1,721	88.99
Placement, Parent Information	13	0.67	1,734	89.66
Placement, Summative	1	0.05	1,735	89.71
Summative	162	8.4	1,897	98.09
Summative, Parent Information	32	1.66	1,929	99.74

*The use of local assessment results was not reported for five (5) tests.

Source of Funds Supporting Local Testing Programs

District funds appear to be the primary source of funds supporting local testing, followed by state and school funds. Figure 3 illustrates the breakdown of funds supporting local testing programs.
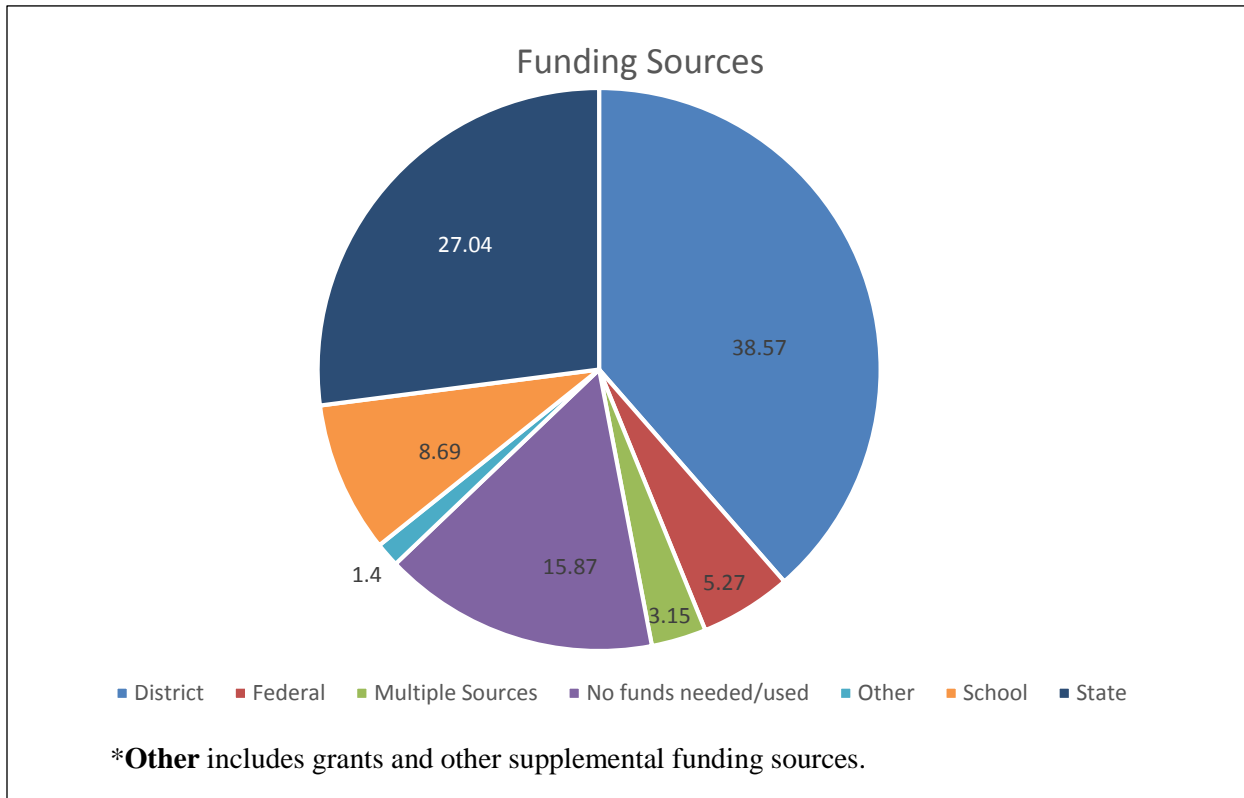

Figure 3. Source of funds supporting local testing.