



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

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# Report to the North Carolina General Assembly

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North Carolina Personalized Assessment  
Tool (NCPAT) Pilot

*SL 2019-212 (SB 621), Section 2.(b)*

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**Date Due: November 15, 2022**  
DPI Chronological Schedule, 2022-2023

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## Introduction

This report addresses the requirements stated in Session Law 2019-212 (SB 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 in a single long testing event at the end of the year.*

*SECTION 2.(b) The Superintendent of Public Instruction shall report by November 15, 2020, and annually thereafter until November 15, 2024, to the Joint Legislative Education Oversight Committee regarding the progress of the North Carolina Personalized Assessment Tool (NCPAT) pilot. At a minimum, the report shall include the following, when available:*

- (1) Demographic information for each school participating in the pilot.*
- (2) NCPAT performance, including proficiency and growth data, at the State, public school unit, and school level for students enrolled in participating schools. Such data shall be aggregated for all students and disaggregated for each subgroup of students identified in G.S. 115C-83.15(d1) without revealing personally identifiable information.*
- (3) End-of-grade assessment performance, including proficiency and growth data, at the State and public school unit level for students not enrolled in participating schools. Such data shall be aggregated for all students and disaggregated for each subgroup of students identified in G.S. 115C-83.15(d1) without revealing personally identifiable information.*
- (4) Feedback received from teachers, principals, unit-level staff, students, parents, and other stakeholders regarding the NCPAT pilot and a description of how such feedback was incorporated into the NCPAT pilot.*
- (5) Progress in scaling up the assessment system to additional public school units or schools measured against the Department of Public Instruction's latest time line submitted to the United States Department of Education. Page 2 Session Law 2019-212 Senate Bill 621*
- (6) Description of how the participation of any additional schools or public school units in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse public school units.*
- (7) The most recent Innovative Assessment Demonstration Authority Annual Performance Report submitted to the United States Department of Education.*
- (8) Any communications received from the United States Department of Education related to the NCPAT pilot.*
- (9) Progress in developing a plan to replace the science end-of-grade assessments in fifth and eighth grade with through-grade assessments after the completion of the NCPAT pilot.*
- (10) Progress in developing a plan to replace all end-of-course assessments with through-grade assessments for State-mandated high school assessments after the completion of the NCPAT pilot.*
- (11) Recommendations on any changes needed in State law to continue implementation of through-grade assessments statewide after the completion of the NCPAT pilot.*

*SECTION 2.(c) Notwithstanding any other provision of law, the State Board of Education and the Superintendent of Public Instruction may supervise and administer the NCPAT pilot in*

*fulfillment of the State's Innovative Assessment Demonstration Authority granted by the United States Department of Education.*

In June 2019, the U.S. Department of Education (USED) approved North Carolina for an Innovative Assessment Demonstration Authority (IADA). Limited to only seven states, North Carolina was the third state to receive the authority to develop an innovative assessment to pilot in lieu of the current statewide assessment for a subset of students. As the development of the innovative assessment progresses, participating students will take the innovative pilot test in reading and mathematics in grades 3–8.

The proposed IADA assessment, NCPAT, is a balanced assessment system that will provide granular data for immediate feedback about students' performance throughout the year and summative data at the end of the year for general accountability purposes. A primary goal is to design an assessment system that provides formative feedback data to educators throughout the school year and reduces the impact of test time and test anxiety for students and schools. This is consistent with North Carolina General Statute 2019-212, Part II, Section 2.(a):

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

With the IADA flexibility and the requirement in North Carolina state law that the State move toward a through-grade assessment model, the North Carolina Department of Public Instruction (NCDPI) is engaged in developing the NCPAT assessment system; however, there has been an impact from COVID-19. With the spring 2020 statewide test administrations waived by the USED, the development timeline for the NCPAT had to be modified. Newly developed NCPAT items were embedded to be field tested in the spring 2020 statewide test forms. Without statewide tests administered in spring 2020, there were no field test data on those items to build NCPAT interims for 2020–21 administrations. The NCPAT interims pilot administrations scheduled for the 2020–21 school year were implemented the 2021–22 school year; NCPAT pilot summative administrations for grades 4 and 7 in reading and mathematics scheduled for the 2020–21 school year are now planned for the 2022–23 school year with potential statewide summative administrations following in the 2023–24 school year.

NCDPI's proposed timeline is to have the NCPAT system statewide in grades 3–8 in reading and mathematics in the 2024–25 school year, replacing the current end-of-grade assessments. Because of complications from the coronavirus health crisis that continued to affect the normal functioning of schools in the 2021–22 school year, the NCDPI modified its plan and timeline for piloting and scaling up the NCPAT system as outlined below:

- the 2021–22 school year: Grades 4 and 7 Mathematics and Reading (administer interims only);
- the 2022–23 school year: Grades 4 and 7 Mathematics and Reading (administer interims and multistage adaptive summative assessment) and Grades 5 and 8 Mathematics and Reading (administer interims only);
- the 2023–24 school year: Grades 4, 5, 7, and 8 Mathematics and Reading (administer interims and multistage adaptive summative assessment) and Grades 3 and 6 Mathematics and Reading (administer interims only);

- the 2024–25 school year: Grades 3–8 Mathematics and Reading (administer interims and multistage adaptive summative assessment).

As required, this report addresses the requirements in Session Law 2019-212.

## Background and Overview

In December 2018, at the direction of the State Superintendent of Public Instruction, the NCDPI applied to the US Department of Education for Innovative Assessment Demonstration Authority. In June 2019, North Carolina became one of only seven states awarded this authority, and in late August 2019 the North Carolina General Assembly passed legislation (S.L. 2019-212) endorsing the pilot, setting goals for expansion of the innovative assessments, and requiring annual reports on progress.

When the NCDPI initiated the application, three school districts committed to participating in the pilot for innovative assessments for fourth grade math, seventh grade reading, or both. Despite the challenges posed by the ongoing COVID-19 global pandemic, there were 148 schools across 14 districts and 8 charter schools committed to participating in the pilot for the 2020–21 school year. Some districts and charter schools withdrew from pilot participation for the 2021–22 school year resulting in participation of 77 schools across 10 districts, 6 charter schools, and the Cherokee Central Schools.

Participants for pilot volunteers in the 2022–23 school year will include 182 schools from all North Carolina State Board of Education regions across 26 districts, 15 charter schools, and the Cherokee Central Schools.

## Session Law 2019–212 Report Requirements

Session Law 2019-212, Part II, Section 2.(b) requires the Superintendent of Public Instruction to report by November 15, 2020, and annually thereafter until November 15, 2024, to the Joint Legislative Education Oversight Committee regarding the progress of the NCPAT pilot. The required specifics of progress in the development of the innovative assessment system, NCPAT, are provided in this section. The annual report submitted to the USED on September 29, 2022, is included as Appendix A and is referenced in several of the following responses.

- 1) Demographic information for each school participating in the pilot.

NC Interims at grades 4 and 7 were administered to pilot schools in the 2021–22 school year and only demographic information is available.

Demographic information for each volunteer pilot school is included in Appendix A: ***USED 2021–22 Annual Report*** Appendix III.A-01 2021–22 Pilot Volunteer School Demographic Information.

- 2) NCPAT performance, including proficiency and growth data, at the State, public school unit, and school level for students enrolled in participating schools. Such data shall be aggregated for all students and disaggregated for each subgroup identified in G.S. 115C-83.15(d1) without revealing personally identifiable information.

The NCDPI plans to report achievement levels from the NCPAT system beginning with the 2022–23 school year for students in pilot schools.

- 3) End-of-grade assessment performance, including proficiency and growth data, at the State and public-school unit level for students not enrolled in participating schools.

Such data shall be aggregated for all students and disaggregated for each subgroup of students identified in G.S. 115C-83.15(d1) without revealing personally identifiable information.

The 2021–22 school year end-of-grade performance data for all schools (including those in the pilot) is [available online](#). The NCPAT interim assessments were first administered at grades 4 and 7 in the 2021–22 school year and the NCDPI plans to administer the NCPAT summative assessments at grades 4 and 7 in the 2022–23 school year in pilot schools in place of the regular state assessment.

- 4) Feedback received from teachers, principals, unit-level staff, students, parents, and other stakeholders regarding the NCPAT pilot and a description of how such feedback was incorporated into the NCPAT pilot.

The NCDPI gathered feedback from stakeholders throughout the 2021–22 school year. A summary of stakeholder feedback is included in Appendix A: **USED 2021–22 Annual Report** Section IV: Consultation and Feedback. Additional feedback will be gathered as the pilot progresses.

- 5) Progress in scaling up the assessment system to additional public-school units or schools measured against the Department of Public Instruction's latest timeline submitted to the United States Department of Education.

The NCDPI has continuously shared information with public school units to encourage participation in the pilot. To date, the pool of volunteers has grown substantially from the initial application that included assurances from three public school units. As reported in the **USED 2021–22 Annual Report** (see Appendix A: Section I: Progress toward Plan and Timeline), 77 schools across 10 districts, 6 charter schools, and the Cherokee Central School participated in the pilot for the 2021–22 school year.

Pilot volunteers in the 2022–23 school year will include 182 schools from all North Carolina State Board of Education regions across 26 districts, 15 charter schools, and the Cherokee Central School.

The requirements of the IADA do not allow all schools to participate in the pilot. The IADA uses the current state assessments as the comparison to ensure validity of the reported academic achievement levels for students. The number of students in the volunteer schools must reflect the demographics of the State and must support the outcomes of the statistical analysis necessary to build the NCPAT assessment system.

- 6) Description of how the participation of any additional schools or public-school units in that year contributed to progress toward achieving high-quality and consistent implementation across demographically diverse public school units.

Overall, the voluntary districts and charter schools represent the diversity of North Carolina.

Some districts and charter schools withdrew from pilot participation for the 2021–22 school year, often citing local staffing and instructional development challenges related to COVID-19.

The NCDPI continues to seek and accept pilot volunteers annually for statewide representation. Participants for pilot volunteers in the 2022–23 school year will include 182 schools from all North Carolina State Board of Education regions across 26 districts, 15 charter schools, and the Cherokee Central School.

- 7) The most recent Innovative Assessment Demonstration Authority Annual Performance Report submitted to the United States Department of Education.

On September 29, 2022, the NCDPI submitted the 2021–22 report to the USED (see Appendix A: *USED 2021–22 Annual Report*).

- 8) Any communications received from the United States Department of Education related to the NCPAT pilot.

The USED provided an updated template for submitting the 2021–22 report that is provided in Appendix A.

- 9) Progress in developing a plan to replace the science end-of-grade assessments in fifth and eighth grade with through-grade assessments after the completion of the NCPAT pilot.

The NCPAT pilot is currently a research proposal; no assessment data, including proficiency and growth measures, will be available until after the pilot administration. Following a successful outcome of the full pilot proposal and statewide implementation in grades 4 and 7 in the 2023–24 school year, the NCDPI will develop a plan to replace the science end-of-grade assessments with the NCPAT assessment system.

- 10) Progress in developing a plan to replace all end-of-course assessments with through-grade assessments for State-mandated high school assessments after the completion of the NCPAT pilot.

The NCPAT pilot is currently a research proposal; no assessment data, including proficiency and growth measures, will be available until after the pilot administration. Following the successful outcome of the full pilot proposal and statewide implementation in grades 4 and 7 in the 2023–24 school year, the NCDPI may develop a plan to replace all end-of-course high school assessments with the NCPAT assessment system.

- 11) Recommendations on any changes needed in State law to continue implementation of through-grade assessments statewide after the completion of the NCPAT pilot.

Though there are not any specific needed changes currently identified, the NCDPI will continue to consider any needed changes to State law for successful implementation of the NCPAT.



## Conclusion

Successful implementation of the NCPAT as allowed by IADA is dependent on the following factors: (1) the NCDPI's capacity to develop items and pilot the through-grade NCPAT system with a demographically representative sample of students, (2) the inclusion of public-school units, both as participating in the pilot administrations and as providing feedback, and (3) the ongoing psychometric analysis that will support a reliable and valid assessment system that meets technical requirements. In the third year of the five-year pilot, the NCDPI has finalized interim test specifications for grades 3–8 mathematics and reading, administered interims for grades 4 and 7 mathematics and reading, and delivered online reporting and online professional development courses to support data literacy and the use of NC Check-Ins 2.0.

On September 29, 2022, the NCDPI submitted the 2021–22 report to the USED (see Appendix A: ***USED 2021–22 Annual Report***). This report provided detailed information on the design, development and implementation of the NCPAT for the 2021-22 school year.

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<b>Grantee</b>	North Carolina Department of Public Instruction
<b>Contact Name</b>	Tammy Howard
<b>Contact Email</b>	Tammy.Howard@dpi.nc.gov
<b>Year of Submission</b>	2022

### INSTRUCTIONS

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

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

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

(A) with respect to each innovative 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 innovative 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).

Definitions:

- Participating LEA means an LEA in the State with at least one school participating in the innovative assessment demonstration authority.
- Participating school means a public school in the State in which the innovative assessment system is administered under the innovative assessment demonstration authority instead of, or in addition to, the statewide assessment under section 1111(b)(2) of the Act and where the results of the school's students on the innovative assessment system are used by its State and LEA for purposes of accountability and reporting under section 1111(c) and 1111(h) of the Act.

***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 (2021-22). To the extent your SEA would like to provide more context or details related to these impacts, please incorporate them into your responses where relevant.***

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## **I: Progress toward Plan and Timeline**

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

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The North Carolina Department of Public Instruction (NCDPI) innovative assessment pilot, called the North Carolina Personalized Assessment Tool (NCPAT), is comprised of two components: a through-grade interim system (NC Check-Ins 2.0) and a multistage adaptive summative (flexible summative) that will be administered at the end of the year. To differentiate between the NC Check-Ins that are not part of this pilot, the through-grade interims are now referred to as NC Check-Ins 2.0.

The NC Check-Ins 2.0 are a set of three interim assessments designed to measure selected grade-level content standards with the primary purpose of providing teachers, students, parents, and school administrators with immediate data on student performance to tailor and support instruction and learning throughout the year. The flexible summative will be used to estimate students' final proficiency and achievement levels that will be used for federal and state accountability. The proposed plan in the NCPAT pilot is to also use student-level data from the NC Check-Ins 2.0 as a reliable prior to ensure students are administered the set of flexible summative that will maximize measurement precision along the entire grade-level achievement scale.

NCDPI's proposed timeline is to have the NCPAT system statewide in grades 3–8 in reading and mathematics in the 2024–25 school year, replacing the current end-of-grade assessments. Because of complications from the coronavirus health crisis that continued to affect the normal functioning of schools in the 2021–22 school year, the NCDPI modified its plan and timeline for piloting and scaling up the NCPAT system as outlined below:

- the 2021–22 school year: Grades 4 and 7 Mathematics and Reading (administer interims only);
- the 2022–23 school year: Grades 4 and 7 Mathematics and Reading (administer interims and multistage adaptive summative assessment) and Grades 5 and 8 Mathematics and Reading (administer interims only);
- the 2023–24 school year: Grades 4, 5, 7, and 8 Mathematics and Reading (administer interims and multistage adaptive summative assessment) and Grades 3 and 6 Mathematics and Reading (administer interims only).

The major focus and progress in 2021–22, as outlined in the revised timeline above, was on the through-grade component of the NCPAT. This report will summarize the progress made on development and implementation of the through-grade component with details on early feedback NCDPI was able to gather. Most of the progress made on the flexible summative continues to be technical and consultative in nature and the plan is to present a comprehensive progress summary of the full system in 2022–23 with details and evidence of the technical specifications of the

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flexible summative. Below is a summary of major progress NCDPI made towards development and implementation of its NCPAT system in the 2021–22 school year.

Row	Category	Activities	Status (completed, in progress, delayed or deferred)
1	Development	<p><b><i>NC Check-Ins 2.0 Interims</i></b></p> <p>NCDPI successfully collaborated with teachers and educators from across the state to finalize test content specifications for the new NC Check-Ins 2.0 for reading and mathematics in grades 3–8.</p> <p>NCDPI developed 12 new interims (3 per grade and subject) in grades 5 and 8 for mathematics and reading that will be available for use by both pilot schools and any LEA or charter school in the 2022–23 school year</p>	Completed
2	Professional Development and Training	<p><b><i>Professional Development Resources</i></b></p> <p>The NCDPI partnered with the Friday Institute for Educational Innovation at NC State University to create online professional development courses aimed to support data literacy and use of the NC Check-Ins 2.0 for specific audiences:</p> <ul style="list-style-type: none"> <li>• <i>Understanding Reports</i> is designed to introduce participants to the purposes of the NC Check-Ins 2.0 and how they can be used to support learning as formative classroom resources. Participants will develop an understanding of how to use and interpret two main reports from NC Check-Ins 2.0, specifically the Individual Student Report and the Class Item Report.</li> </ul>	Completed

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		<ul style="list-style-type: none"><li>• <i>Digging Deeper into Formative Assessments</i>, is designed to immerse participants in the use of data literacy; develop an understanding of how utilizing data in assessments is integral to K–12 teaching and learning; identify and explore best practices in data-driven decision making as identified within research-based strategies; empower educators and teacher leaders to create a positive culture where change can best be understood and embraced by students and parents; and invite educators to interact and collaborate with peers who are implementing assessments, such as NC Check-Ins 2.0, into classroom instruction by creating a professional learning network.</li></ul> <p>The <i>Understanding Reports (North Carolina Personalized Assessment Tool Training) Course</i> was available to pilot schools beginning in March 2022.</p> <p>The <i>Diving Deeper into Formative Assessment</i> course will be available for LEAs and charter schools in the 2022–23 school year.</p> <p><b>Training</b></p> <p>Following the NCDPI trainer model, Testing Policy and Operations provided training on the NC Interims to NCDPI’s Regional Accountability Coordinators (RACs). The handbook training provided an overview of the NCPAT and the NC Interims with applicable policy and administration information. The RACs</p>	
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		subsequently trained the pilot LEA charter test coordinators, who in turn trained the school test coordinators who train school-level staff.	
3	Communication	<p><b><i>Disseminate parent communication about the innovative pilot (on-going)</i></b></p> <p>An overview of the NCPAT pilot is available on the NCDPI website; the webpage is updated as new materials are developed. Updates for the 2021–22 school year include a pilot overview video link, a frequently asked-questions document, and sample Individual Student Reports for the NC Check-Ins 2.0.</p> <p>The NCDPI provided pilot LEAs and charter schools optional parent communications documents for students participating in the pilot and the cognitive lab.</p> <p><b><i>Spring Recruitment Recording and Office Hours Sessions</i></b></p> <p>The NCDPI Office of Accountability Services provided a recording outlining the NC Personalized Assessment Tool and the 2022–23 school year’s pilot development activities to the state’s Testing News Network (TNN), a secure message board that allows for direct and immediate communication with district test coordinators. The NCDPI provided two office hour sessions on May 5<sup>th</sup> and May 20<sup>th</sup> to take questions from public school unit staff.</p>	<p>In progress</p>       <p>Completed</p>

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4	Evaluation and Feedback	<p><b><i>Evaluation</i></b>  The NCDPI has contracted with the Center for Improvement in Educational Assessment to serve as an external evaluator of the NCPAT development process and implementation. The focus of the evaluation is to ensure NCDPI adheres to its NCPAT proposal and engages stakeholders and incorporates their feedback as part of the development process. As part of this evaluation, The Center, through meetings with NCDPI staff, interviews and surveys, provides an annual compliance and formative evaluation report.</p> <p><b><i>Focus group and cognitive labs</i></b>  Staff from the NCDPI Office of Accountability and Testing and Exceptional Children Divisions and NCSU-TOPS met with a small focus group of visually impaired teachers in January 2022 to consider options to ensure all students including those requiring special accommodations can access technology-enhanced items on NC Check-Ins 2.0</p> <p>The focus group's recommendations guided cognitive lab kit development.</p> <p>The Friday Institute conducted cognitive labs with 11 students across 7 public school units and follow-up interviews with educators to research how children accessed pilot paper materials designed to mimic computer-based technology-enhanced items.</p>	<p>Ongoing</p> <p>Completed</p>
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		<p>The NCDPI Office of Accountability and Testing facilitated a follow-up session with the small focus group and NCDPI Exceptional Children's staff following the cognitive lab.</p> <p><b><i>Stakeholder Interviews</i></b></p> <p>The Friday Institute for Educational Innovation and the Center for Improvement in Educational Assessment conducted interviews with pilot teachers and public school unit staff.</p>	Completed
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*If the innovative assessment system is not yet implemented statewide, provide a description of the SEA's progress in scaling up the system to additional LEAs or schools.*

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July 2021–June 2022

The state administered its first NCPAT interim assessments at grades 4 and 7 in the 2021–22 school year. Pilot participants received training and access to an online resource course, administered interims to students, and accessed online interim reports to review data to guide instruction. Pilot teachers and district test coordinators provided feedback to guide future development through focus groups, surveys, and interviews. The NCDPI broadened its stakeholder engagement beyond pilot volunteers by utilizing a series of statewide surveys and webinars to guide the mathematics interim test specifications at grades 3, 5, 6, and 8; conducting focus group sessions with teachers for visually impaired students; and conducting paper-based, item-type cognitive labs with students.

Participation to date has been voluntary and expanded from the initial application's two districts to include 77 schools across 10 districts, 6 charter schools, and the Cherokee Central School (P.L. 100-297 Grant from the Bureau of Indian Affairs Department of Education) for the 2021–22 school year.

The NCDPI continues to seek and accept pilot volunteers annually for statewide representation. Participants for pilot volunteers in the 2022–23 school year will include 182 schools from all NC State Board of Education regions across 26 districts, 15 charter schools, and the Cherokee Central School. The pilot will expand to include the multistage adaptive summative assessment at grades 4 and 7 and interims at grades 5 and 8 in the 2022–23 school year.

Noted is the participation of the Cherokee Central School, which has used the North Carolina assessments since the 1990s; and it is anticipated that as the North Carolina Personalized Assessment Tool is implemented statewide, the school will continue its use of the statewide assessments. Their participation in the pilot will continue to provide useful feedback and input.

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

- *The list of LEAs that participated in the 2021–22 school year.*
  - *For each participating LEA, the list of participating schools in 2021-21.*
  - *For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2021–22.*
  - *The list of LEAs that will participate in the 2022-23 school year.*
  - *For each participating LEA, the list of participating schools in 2022-23.*
  - *For each participating school, the grade(s), and subject(s) in which the innovative assessment system will be administered in 2022-23*
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NC Interims at grades 4 and 7 were administered to pilot schools in the 2021–22 school year.

### *2021–22 NC Interims Participation List*

- 2021–22 NC APR Appendix I-01 (PDF pp. 4–9)
- Provides LEA (school level) and charter school NC Interims participation by grade and subject for the 2021–22 school year

NC Check-Ins 2.0 will be administered at grades 4, 5, 7, and 8 in the 2022–23 school year and the flexible summative will be administered at grades 4 and 7.

### *2022–23 NCPAT Participation List*

- 2021–22 NC APR Appendix I-02 (PDF pp. 10–18)
- Provides LEA (school level) and charter school NCPAT participation by grade and subject for the 2022–23 school year

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

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The NCDPI will provide the NC Check-Ins 2.0 statewide as its interim product at grades 4, 5, 7, and 8 for the 2022–23 school year, which will introduce non-pilot school districts to this component of the NC Personalized Assessment Tool system. As with the pilot schools, participation is voluntary.

Pilot participation will expand for the 2022–23 school year with continued efforts to engage with teachers, parents, and district staff through surveys, focus groups, and interviews to gain stakeholder input.

The Center for the Improvement of Educational Assessment serves as external evaluator for the pilot, and the NCDPI will make efforts to address the recommendations contained in the 2021–22 evaluation report throughout the 2022–23 school year and the remainder of the pilot.

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

- 2021–22 NC APR Appendix I-03 (PDF pp. 19–61)

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

- 2021–22 NC APR Appendix I-04 (PDF pp. 62–84)

*Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Teacher Survey Findings (August 2022)*

- 2021–22 NC APR Appendix I-05 (PDF pp. 85–103)

*Friday Institute for Educational Innovation Report: Innovative Assessments: Class Item Report and Cognitive Labs (June 2022)*

- 2021–22 NC APR Appendix I-06 (PDF pp. 104–128)

*2021–22 NC Interims Observations Summary and Reports*

- 2021–22 NC APR Appendix I-07, NC Interims Observations Summary and Reports
  - 2021–22 NC Interims Observations Feedback Summary (PDF pp. 129–151)

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*Do you plan to administer the operational versions of the innovative assessments for some schools in the state, provide individual student reports, and use the results in state and local report cards and in the State's federal accountability system in place of the regular state assessment for at least one grade and one subject area in 2022–2023?*

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Yes. The NCDPI plans to administer the multistage adaptive summative assessments in mathematics and reading at grades 4 and 7 in the 2022–23 school year in the pilot schools in place of the regular state assessment. For these schools, the data from the multistage adaptive summative assessment will be used for individual student reports, the state and local report cards, and the state's federal accountability system.

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*Do you plan to administer the operational versions of the innovative assessments for some schools in the state, provide individual student reports, and use the results in state and local report cards and in the State's federal accountability system in place of the regular state assessment for at least one grade and one subject area in 2023–2024?*

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Yes. The NCDPI plans to administer the multistage adaptive summative assessments in mathematics and reading at grades 4, 5, 7, and 8 in the 2023–24 school year in the voluntary pilot schools. For these schools, the data from the multistage adaptive summative assessment will be used for individual student reports, the state and local report cards and the state's federal accountability system.

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### II: Student Performance

- A. *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.*
  - B. *Also provide the state-level participation rate of students, for all students and disaggregated for each subgroup of students described in section 1111(c)(2) of the Act, on the assessments required under section 1111(b)(2) of the Act for the grades and subjects that correspond to the operational innovative assessment administered in 2021-22*
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Not applicable for the 2021–22 school year

NCDPI plans to report achievement levels from the NCPAT system beginning with 2022–23 school year for students in pilot schools.

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### **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 (2021-22).*

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For the 2021–22 school year, only demographic information is available.

#### *2021–22 NCPAT Participant List School Demographic Data*

- 2021–22 NC APR Appendix III.A-01 (PDF pp. 152–156)
  - Provides pilot participation LEA (school level) and charter school demographic information by grade and subject for the 2021–22 school year for schools with at least fifteen students



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**III.B.** *For any schools or LEAs that will participate for the first time in the following year (2022-23), 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).*

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The NCDPI will administer the multistage adaptive summative assessments at grades 4 and 7 in the 2022–23 school year. The pilot includes representatives from each State Board region and will expand to 182 schools across 26 districts, 15 charters, and the Cherokee Central Schools for the 2022–23 school year.

### *2022–23 NCPAT Participant List School Demographic Data*

- 2021–22 NC APR Appendix III.B-01 (PDF pp. 157–181)
  - Provides pilot participation LEA (school level) and charter school demographic information by grade and subject for the 2022–23 school year for schools with at least fifteen students
  - Please note that the demographic information provided for this report is based on enrollment data from the 2021–22 school year. The enrollment data for the 2022-23 school year was not available for all grades for schools participating in the NCPAT pilot for the 2022–23 school year at the time this report was prepared.

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### **IV: Consultation and Feedback**

*Describe feedback obtained during the reporting year (2021–22) 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.*

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Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <i>each</i> of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
<p><b><u>Consultation.</u> Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</b></p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p>	<p><b><i>NC Technical Advisors Meetings</i></b></p> <p>The NCDPI continues to consult the state’s technical advisors on the proposed innovative system’s design and measurement model: discussions in 2021–22 addressed the state’s next steps in pursuing a more balanced assessment system and development challenges as a result of COVID-19.</p> <ul style="list-style-type: none"> <li>• <i>NC Technical Advisors Agenda (September 2021)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-01 (PDF pp. 182–184)</li> </ul> </li> <li>• <i>NC Technical Advisors Agenda (March 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-02 (PDF pp. 185–187)</li> </ul> </li> </ul>	<p>During the September and March TAC meeting, NCDPI consulted with TAC members to explore several methodologies around designing and scaling the multistage summative forms to ensure they have as acceptable and comparable psychometric properties as the current EOG scale. The external evaluator for the NCPAT also presented his evaluation-logic model overview to the TAC to gather additional feedback.</p> <p><i>University of North Carolina at Greensboro Routing Study Presentation</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-03 (PDF pp. 188–209)</li> </ul> <p><i>Center for Improvement in Educational Assessment Evaluation of North Carolina's IADA Authority Presentation</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-04 (PDF pp. 210–224)</li> </ul>
	<p><b><i>North Carolina State University-Technical Outreach for Public Schools (NCSU-TOPS)</i></b></p> <p>North Carolina has developed its assessments in partnership with the NCSU-TOPS since the early 1990s. Throughout the 2021–22 school year, the NCSU-TOPS Content and Programming teams worked with the NCDPI to conduct cognitive labs; support test specification and item development;</p>	<p><b><i>NC Check-Ins 2.0 Grades 3–8 Mathematics Specifications</i></b></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix V.A-05 (PDF pp. 652–656: Content Specification Development)</li> </ul>

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	<p>and develop programming to support online testing enhancements, and online reporting for NCPAT.</p> <ul style="list-style-type: none"> <li>• <i>NC Enhancements for NCPAT 2021–22</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-05 (PDF pp. 225–226)</li> </ul> </li> </ul>	
	<p><b><i>The Friday Institute for Educational Innovation at North Carolina State University</i></b>  The NCDPI has partnered with the Friday Institute for Educational Innovation to support the state’s development of the NCPAT system and professional development resources. The NCDPI met with Friday Institute staff throughout the year to plan stakeholder engagement interviews, cognitive labs, and online professional development.</p>	<p>The NCDPI will continue its partnership with the Friday Institute for Educational Innovation for the 2022–23 school year as outlined in <i>IV-06: Amended Task Order</i> [2021–22 NC APR Appendix (PDF pp. 227–235)], which includes professional learning content development and support materials, communication resources, and a program evaluation plan for professional development resources.</p> <p><i>Friday Institute for Educational Innovation Report Innovative Assessments: Class Item Report and Cognitive Labs (June 2022)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix I-06 (PDF pp. 104–128)</li> </ul>
	<p><b><i>The Center for Improvement in Educational Assessment</i></b>  The NCDPI has contracted with the Center for Improvement in Educational Assessment to provide annual compliance and formative evaluations for the remainder of the pilot.</p>	<p><i>Center for Improvement in Educational Assessment External Evaluation of North Carolina’s IADA Pilot Program: The North Carolina Personalized Assessment Tool (July 2022)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix I-03 (PDF pp. 19–61)</li> </ul> <p><i>Center for Improvement in Educational Assessment Report: Spring 2022 Public School</i></p>

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		<p><i>Unit Test Coordinator Survey Findings (August 2022)</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix I-04 (PDF pp. 62–84)</li> </ul> <p><i>Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Teacher Survey Findings (August 2022)</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix I-05 (PDF pp. 85–103)</li> </ul>
<p>(2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(i) Those representing the interests of children with disabilities, English learners, and other subgroups of students described in section 1111(c)(2) of the Act;</p> <p>2) Affected stakeholders in the State, or in each State in the consortium, including--</p> <p>(ii) Teachers, principals, and other school leaders;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p>	<p><b><i>North Carolina State Board of Education Meetings</i></b></p> <p>The NCDPI Senior Director of Accountability and Testing presents updates to the North Carolina State Board of Education (NCSBE) on progress of the NCPAT pilot and its implementation annually. During the October 2021 meeting, the State Board was updated on the status of the pilot, including the new NC Interims Individual Student Report for NC Check-Ins 2.0 and cognitive labs.</p>	<p><i>North Carolina State Board of Education October 2021 Meeting Minutes (Excerpt)</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix IV-07 (PDF pp. 236–238)</li> </ul>
	<p><b><i>Advisories and Councils</i></b></p> <p><b><i>Control Configuration Board (CCB)</i></b></p> <p>The CCB meets monthly and is an advisory group comprised of Testing and Accountability district-level and charter school leaders. Each educational region has a designated representative to the CCB.</p> <p>The Office of Accountability and Testing sought feedback from the CCB throughout the 2021–22 school.</p>	<p><i>2021–22 CCB Recommendations Summary</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix IV-08 (PDF pp. 239–240)</li> </ul>

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<p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations</p>	<p><i>Council on Educational Services for Exceptional Children (September 8, 2021)</i></p> <p>The Council on Educational Services for Exceptional Children (Council) serves as an Advisory Council to the NCSBE with respect to the unmet needs of children with special needs and in the development and implementation of policies related to the coordination of services for students with disabilities. The Council consists of 25 members appointed by the governor, President Pro Tempore of the Senate, Speaker of the House, and the NCSBE. Appointees representing individuals with disabilities come from the ranks of parents, teachers, higher education, public and private schools, the business/vocational community, and charter schools; a majority of representatives are persons with disabilities or parents of children with disabilities.</p> <p>The NCDPI Office of Accountability and Testing Senior Director and various Office of Accountability and Testing consultants provided an overview of the NC Personalized Assessment Tool and shared sample interim individual student reports for feedback.</p> <p><i>NCDPI Internal Update Meetings (January 2022)</i></p> <p>The Office of Accountability and Testing hosted two internal NCDPI meetings in January to share information and gather feedback on the design and development of the NCPAT. Agency attendees included representatives from the Exceptional Children, English Learners, Academic Standards, and Advanced Learning teams. NCDPI staff</p>	<p><i>Council on Educational Services for Exceptional Children Meeting Notes (Excerpt)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-09 (PDF pp. 241–242)</li> </ul> <p><i>NCDPI Padlet Responses (January 18, 2022)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-11 (PDF pp. 287–289)</li> </ul> <p><i>NCDPI Padlet Responses (January 28, 2022)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-12 (PDF pp. 290–291)</li> </ul>
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	<p>provided feedback on accessibility for technology-enhanced items and what information would be useful to parents on the individual student reports.</p> <ul style="list-style-type: none"> <li>• <i>NCDPI IADA Update Presentation (January 18 and 28, 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-10 (PDF pp. 243–286)</li> </ul> </li> </ul> <p><i>Accessible Paper Based Item Types Focus Group with Teachers of Students with Visual Impairments (Jan 26, 2022, and June 21, 2022)</i> The Office of Accountability and Testing facilitated a small focus group with teachers of the visually impaired and NCDPI Exceptional Children staff to gather feedback on how to provide interim item accessibility for students with visual impairments.</p> <p><i>State Advisory Council on Indian Education (January 28, 2022)</i> The State Advisory Council on Indian Education advocates collectively on behalf of American Indian students. Council membership is comprised of parents of American Indian students in K–12 public schools, K–12 American Indian educators, representatives from both houses of the North Carolina General Assembly, the University of North Carolina Board of Governors, and the North Carolina Commission of Indian Affairs. The Council presented on the status of the pilot and provided opportunity for questions and answers</p>	<p><i>Accessible Paper Based Item Types Focus Group with Teachers of Students with Visual Impairments (Jan 26, 2022, and June 21, 2022)</i> Design suggestions for paper-based test items guided the development of cognitive labs and were incorporated into the paper-kits for 2022–23.</p> <p><i>State Advisory Council on Indian Education Feedback</i> The focus of the presentation was to share information on the design, development, and implementation of the pilot. The discussion gave members an opportunity to ask clarifying questions and to give feedback. The feedback was positive, with members affirming the need for an assessment system that gives information on student performance throughout the school year.</p>
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	<p>The NCDPI Office of Accountability and Testing Senior Director presented on the status of the pilot and provided opportunity for questions and answers.</p> <ul style="list-style-type: none"> <li>• <i>State Council on Indian Education Presentation (January 28, 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-13 (PDF pp. 292–300)</li> </ul> </li> </ul> <p><i>RTI: Chief Academic Officers Retreat (March 25, 2022)</i>  The NCDPI Office of Accountability and Testing Senior Director presented Accountability and Testing updates at the spring retreat with Chief Academic Officers from across the state, including information on the NCPAT model, NC Check-Ins 2.0, reporting, available professional development resources, and the NCDPI’s partnership with the Friday Institute.</p> <ul style="list-style-type: none"> <li>• <i>RTI Chief Academic Officers Retreat Presentation (March 25, 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-14 (PDF pp. 301–345)</li> </ul> </li> </ul>	<p><i>RTI: Chief Academic Officers Retreat Feedback</i>  The focus of the presentation was to share information on the design, development, and implementation of the pilot. The discussion gave members an opportunity to ask clarifying questions and to give feedback. The primary feedback was on the impact of having variability in local curriculum pathways: districts vary with respect to the order in which the content standards are addressed across the school year. It was shared that the NC Check-Ins can be administered in any order within a very broad testing window. Other feedback included (1) the need to have the design of the relationship between the NC Check-Ins 2.0 and the multistage flexible summative clearly communicated to all stakeholders, and (2) the recommendation to prioritize the development of a progress indicator for the NC Check-Ins 2.0. The attendees responded to the name change to NC Check-Ins 2.0 positively and affirmed the change would not be confusing to users of the system.</p>
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	<p><i>Testing and Growth Advisory Committee (April 4, 2022)</i></p> <p>The Testing and Growth Advisory committee was established following the 2014 Summative Assessment Task Force and serves 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 Office of Accountability and Testing convenes the advisory to review relevant developments and to solicit feedback and planning advice.</p> <p>Office of Accountability and Testing shared the availability of professional development courses to support NCPAT and pilot timeline considerations for feedback.</p> <ul style="list-style-type: none"> <li>• <i>Testing Growth Advisory Presentation (April 4, 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-15 (PDF pp. 346–364)</li> </ul> </li> </ul> <p><i>North Carolina Teacher Leadership Council (April 6, 2022)</i></p> <p>The North Carolina Teacher Leadership Council serves as an advisory board for the NCDPI, strengthening communication channels with teachers across the state and allowing teachers to provide input and feedback on various educational issues. The council is comprised of representatives from across the state’s eight educational regions and include teachers from charter schools.</p>	<p><i>Testing and Growth Advisory Committee Notes (Excerpt)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-16 (PDF pp. 365–367)</li> </ul> <p><i>North Carolina Teacher Leadership Council Notes</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-18 (PDF pp. 385–388)</li> </ul>
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	<p>Office of Accountability and Testing staff presented an overview of the NCPAT’s design, the class item reports, and technology-enhanced items to the Teacher Leadership Council and took questions throughout the presentation.</p> <ul style="list-style-type: none"> <li>• <i>North Carolina Teacher Leadership Council Presentation (April 6, 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-17 (PDF pp. 368–384)</li> </ul> </li> </ul> <p><i>English Learners (April 29, 2022)</i> Members of the NCDPI Office of Accountability and Testing presented an overview of the NCPAT pilot to the state’s English Learners advisory group, sharing information about the pilot and implementation timeline, the proposed design, and available reports. The English Learners advisory shared questions and feedback through an online padlet. Accountability and Testing staff addressed the advisory’s questions during the session.</p> <ul style="list-style-type: none"> <li>• <i>English Learners Presentation (April 29, 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-19 (PDF pp. 388–421)</li> </ul> </li> </ul>	<p><i>English Learners Padlet</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-20 (PDF pp. 422–424)</li> </ul>
	<p><b><i>Conferences</i></b> <i>North Carolina Center for the Advancement of Teaching Curriculum Leaders Conference (September 16, 2021)</i> The NCDPI Office of Accountability and Testing Senior Director shared Accountability and Testing updates with Curriculum Leaders from across the state including, information on the NCPAT pilot,</p>	<p><i>North Carolina Center for the Advancement of Teaching Curriculum Leaders Conference Feedback</i> The feedback included questions on the design of the multistage flexible summative. The participants sought affirmation that the NC Check-Ins, later renamed NC Check-Ins 2.0, would not negatively impact students’ opportunities to score</p>

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	<p>design, implementation timeline, and available resources.</p> <ul style="list-style-type: none"> <li>• <i>Curriculum Leaders Presentation (September 16, 2021)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-21 (PDF pp. 425–463)</li> </ul> </li> </ul> <p><i>State Test Coordinators’ Conference (September 27, 2021)</i> North Carolina district and charter school test coordinators participated in the virtual 2021–22 State Test Coordinator’s Conference. Accountability and Testing staff shared the NCPAT design, implementation timeline, and 2022–23 pilot activities and provided a question-and-answer session.</p> <ul style="list-style-type: none"> <li>• <i>State Test Coordinators’ Conference Presentation (September 27, 2021)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-22 (PDF pp. 464–493)</li> </ul> </li> </ul> <p><i>AIM Conference (November 30, 2021)</i> NCDPI hosted the Accelerate, Invigorate, Motivate (AIM) conference, providing professional development and seminars to district and school teams from across the state. Conference attendees and audience members included classroom teachers, exceptional children’s teachers, administrators, and district-level staff.</p> <p>Office of Accountability and Testing Staff shared an overview of the NCPAT pilot’s purpose and components, transition timeline, and information</p>	<p>higher or lower on the multistage summative than their performance on the NC Check-Ins.</p> <p><i>State Test Coordinators’ Conference Audience Questions</i> Questions asked by test coordinators were addressed during the conference session.</p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-23 (PDF pp. 494–495)</li> </ul> <p><i>AIM Conference Padlet Responses</i> Attendees had opportunities to provide feedback and ask questions throughout the presentation in addition to submitting padlet responses.</p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-25 (PDF pp. 530–538)</li> </ul>
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	<p>on the 2021–22 interim administrations and professional development.</p> <ul style="list-style-type: none"> <li>• <i>AIM Conference Presentation (November 30, 2021)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-24 (PDF pp. 496–529)</li> </ul> </li> </ul> <p><i>NC Council of Teachers of Mathematics Conference 2021–22 (NCCTM) (February 24, 2022)</i></p> <p>The NCCTM members include K–12 teachers, graduate students, and education professors.</p> <p>Members of the NCDPI Test Development Section shared information on the NCPAT interims and the process utilized to develop the test specifications. Participant questions were addressed during the question-and-answer session.</p> <ul style="list-style-type: none"> <li>• <i>NC Council of Teachers of Mathematics Conference Presentation (February 24, 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-26 (PDF pp. 539–558)</li> </ul> </li> </ul>	<p><i>NC Council of Teachers of Mathematics Conference (NCCTM) Summary</i></p> <p>Attendees were supportive of the process used to develop the interim test specifications.</p>
	<p><b><i>Statewide Update Webinars</i></b></p> <p>NCDPI provided registration information for the statewide webinars through Testing News Network (TNN), a secure message board that allows for direct and immediate communication with district and charter school test coordinators. Test coordinators shared the registration and webinar information with relevant district and school-level staff.</p>	<p>Webinar attendees included district and charter school leaders and principals. Questions asked by the audience were addressed during the webinar question-and-answer sessions.</p>

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	<p><i>September 30, 2021, Webinar</i> Office of Accountability and Testing staff provided an overview of the NCPAT pilot; its purpose and components; expectations and resources available for the 2021–22 school year; and the transition timeline moving forward.</p> <ul style="list-style-type: none"> <li>• <i>Webinar Presentation (September 30, 2021)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-27 (PDF pp. 559–592)</li> </ul> </li> </ul> <p><i>March 7, 2022 Webinar</i> Office of Accountability and Testing staff shared information on the NCPAT components; the pilot timeline and transition; interim test specifications and individual student reports; current partnerships and opportunities for stakeholder input; and the role of pilot volunteers. Webinar shared the current process for the pilot and the timeline for the future. The attendees included principals and district leaders. There was a question-and-answer session.</p> <ul style="list-style-type: none"> <li>• <i>Webinar Presentation (March 7, 2022)</i> <ul style="list-style-type: none"> <li>○ 2021–22 NC APR Appendix IV-29 (PDF pp. 595–628)</li> </ul> </li> </ul>	<p><i>September Webinar Audience Questions and Feedback</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-28 (PDF pp. 593–594)</li> </ul> <p><i>March Webinar Audience Questions</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-30 (PDF pp. 629–634)</li> </ul>
<p><b><u>Feedback on satisfaction with system. Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups</u></b> (1) teachers; (2) principals and other school leaders; and</p>	<p><i>Program Evaluation and Education Research Group NCPAT Activities for 2021–22</i> During February and March of 2022, the Friday Institute’s PEER Group conducted focus groups and one-on-one interviews with educators from 11 elementary and 5 middle schools across the state. In these interviews, educators were asked to share their experiences with the NC Interims Class Item</p>	<p><i>Friday Institute for Educational Innovation Report Innovative Assessments: Class Item Report and Cognitive Labs (June 2022)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix I-06 (PDF pp. 104–128)</li> </ul>

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<p>(3) parents.</p>	<p>Reports provided to teachers after administering each NC Interim. The objective was to discover the utility and usability of the report. Discussions covered the ways educators used the reports to collaborate and plan with their colleagues as well as how educators used this resource to communicate with parents and students about how to support student achievement.</p> <p>During March and April of 2022, the PEER Group conducted 11 cognitive labs with students from 10 schools and 7 counties across North Carolina. The purpose of these cognitive labs was to better understand which types of materials work best for students accessing paper-based NC Interims.</p> <p><i>Center for Improvement in Educational Assessment Spring Surveys</i>  NCDPI administered surveys to pilot Public School Unit (PSU) Test Coordinators and teachers in Spring 2022. The surveys were designed to elicit feedback on test coordinators' and teachers' perceptions on the NC Interims. Results will be used to improve implementation of the NC Check-Ins 2.0 (formerly NC Interims) in 2022–23.</p> <p><i>North Carolina Personalized Assessment Tool Training Course Survey</i></p>	<p><i>Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Test Coordinator Survey Findings (August 2022)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix I-04 (PDF pp. 62–84)</li> </ul> <p><i>Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Teacher Survey Findings (August 2022)</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix I-05 (PDF pp. 85–103)</li> </ul> <p><i>North Carolina Personalized Assessment Tool Training Course Survey Summary</i></p>
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	<p>NCDPI also used a survey to gather feedback from educators, school administrators, and teachers who completed the optional <i>Understanding Reports</i> training course</p> <p><i>Individual Student Report Parent Portal Access Survey</i> The NCDPI piloted an online process that allows LEAs and charter schools to directly publish Individual Student Reports to the online Parent Portal. Districts and charter schools provided parents directions on how to access the reports and an optional, three-question survey link was included in the file.</p>	<ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix IV-31 (PDF pp. 635–637)</li> </ul> <p><i>Individual Student Report Parent Portal Access Survey Results</i> 126 parents/guardians provided feedback through the optional NC Interims ISRs survey.</p> <p>How easy was it to access your student's report?</p> <ul style="list-style-type: none"> <li>• Easy: 96 responses</li> <li>• Neutral: 13 responses</li> <li>• Difficult: 9 responses</li> <li>• Blank response: 8 responses</li> </ul> <p>Did you visit the Individual Student Report website for additional information?</p> <ul style="list-style-type: none"> <li>• Yes: 70 responses</li> <li>• No: 56 responses</li> </ul> <p>Did you save the Individual Student Report to your device?</p> <ul style="list-style-type: none"> <li>• Yes: 80 responses</li> <li>• No: 46 responses</li> </ul>
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### V-A: Requirements for the Innovative Assessment System--Developing a Valid, Reliable, and Comparable System

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

Requirement	Description of Information, Summary, Process, Procedures, or Steps (be sure to describe each activity listed in the left-hand column. You may attach artifacts in lieu of providing a description.)
<p><b><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u></b></p> <p>Report on the following information, summary, processes, procedures, or steps:</p> <ol style="list-style-type: none"> <li>Process to create test specifications/blueprints to support developing IADA assessments that are technically sound and align to depth and breadth of content standards;</li> </ol>	<p>Office of Accountability and Testing staff presented the draft test specifications for the mathematics interims at grades 3, 5, 6, and 8 through a webinar series. Test coordinators shared a survey with the draft mathematics specifications district and charter school curriculum specialists for feedback before the specifications were finalized. District-level and charter school staff were able to ask questions before finalizing their survey responses during eight webinars held December 6–16<sup>th</sup>. The draft test specifications were amended to incorporate feedback from the post-webinar surveys.</p> <p><i>December 2021 Elementary Mathematics Interim Test Specifications Webinar Audience Questions and Post-Webinar Survey Results</i></p> <ul style="list-style-type: none"> <li><i>Elementary Mathematics Webinar Audience Questions</i> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-01 (PDF pp. 638–640)</li> </ul> </li> <li><i>Elementary Mathematics Survey Feedback on Interim Test Specifications</i> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-02 (PDF pp. 641–644)</li> </ul> </li> </ul> <p><i>December 2021 Middle School Mathematics Interim Test Specifications Webinar Audience Questions and Post-Webinar Survey Results</i></p> <ul style="list-style-type: none"> <li><i>Middle School Mathematics Webinar Audience Questions</i> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-03 (PDF pp. 645–647)</li> </ul> </li> <li><i>Middle School Mathematics Survey Feedback on Interim Test Specifications</i> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-04 (PDF pp. 648–651)</li> </ul> </li> </ul> <p><i>NC Check-Ins 2.0 Grades 3–8 Mathematics Specifications</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-05 (PDF pp. 652–656, Content Specifications Development)</li> </ul> <p><i>NC Check-Ins 2.0 Grades 3–8 Reading Specifications</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-06 (PDF pp. 658–660, Content Specifications Development)</li> </ul>



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2.	IADA assessment development is guided by test specifications (e.g., purpose and intended uses; test format and length; info about content, psychometric characteristics of items and test; software and hardware requirements);	Not applicable for the 2021–22 school year.
3.	Descriptive information (e.g., feedback from item development reviews) and empirical evidence (e.g., item difficulty, item discrimination) that IADA item selection supports item specifications/blueprint;	Not applicable for the 2021–22 school year, NCDPI plans to provide test development and psychometric specification for the NCPAT system beginning with the 2022–23 report.
4.	Procedures to develop IADA item pool to support test specifications/blueprint (e.g., summary of crosswalk of item pool and test blueprint, algorithm used to select IADA items and how algorithm covers blueprint);	<p>Item development for all statewide assessments in North Carolina is ongoing. The NCDPI, in partnership with 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.</p> <p>Specific details about the IADA item pool and alignment to blueprint will be reported beginning with 2022–23 when development on the flexible summative will be complete.</p>
5.	Summary of IADA item specifications, by subject and grade (e.g., standards or targets to be assessed; item types, response format, and scoring; cognitive	Not applicable for the 2021–22 school year, NCDPI plans to provide test development and psychometric specification for the NCPAT system beginning with the 2022–23 report.

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	complexity; level of difficulty; accessibility tools and features);	
6.	Qualifications of item writers and reviewers (e.g., content expertise, experience);	<p><i>Item Writer and Reviewer Demographic Information for Mathematics and Reading at Grades 3–8 for 2021–22</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-07 (PDF pp. 662–664)</li> </ul>
7.	Instructions provided to develop and review IADA items, including instruction to align items to content standards, steps to ensure accessibility to students, and information about accessibility tools and features;	<p><i>Test Development Process</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-08 (PDF pp. 665–671, Item Review Process)</li> </ul> <p><i>Online Item Writer Training Sample</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-09 (PDF pp. 695–771)</li> </ul> <p>NCSU-TOPS provides item writer and reviewer training to interested teachers. Before item writing, individuals complete a series of online modules that provide instruction on universal design principles, Plain English strategies, best practices in item development, Webb’s Depth of Knowledge cognitive framework, and grade-span content standards. The document includes screen shots from these courses; the content course for Mathematics at Grades 3–8 was included as a representative sample.</p> <p>Following the completion of online courses, potential item writers may also attend a face-to-face training before signing an item-tryout contract. No face-to-face item writer trainings were held during the 2021–22 school year.</p>
8.	Procedures to ensure IADA items adhere to IADA item specifications/blueprint;	Not applicable for the 2021–22 school year, NCDPI plans to provide test development and psychometric specification for the NCPAT system beginning with the 2022–23 report
9.	Procedures to ensure content accuracy of IADA items;	<p><i>Test Development Process</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-08 (PDF pp. 665–671, Item Review Process: Steps 1–2, Steps 4–5, Steps 14–15, and Step 18)</li> </ul>

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10.	Procedures to ensure the technical adequacy of IADA items (e.g., field and operational testing, thresholds for eliminating items, differential item functioning (DIF) analysis, statements that flagged items are appropriate for student subgroups);	<p>Not applicable for the 2021–22 school year, NCDPI plans to provide test development and psychometric specification for the NCPAT system beginning with the 2022–23 report.</p> <p>The NCDPI plans to adopt the same item review procedures established for current EOG items and assessment that have been previously submitted as part of North Carolina peer review evidence and described in the <u><i>EOG Technical Report (Chapter 3)</i></u>.</p>
11.	Procedures to ensure IADA items elicit intended response processes (e.g., cognitive labs, think-aloud sessions);	Not applicable for the 2021–22 school year, NCDPI plans to provide test development and psychometric specification for the NCPAT system beginning with the 2022–23 report.
12.	Steps taken to consider potential bias in IADA items;	<p>The NCDPI plans to adopt the same item review procedures established for current EOG items and assessment that have been previously submitted as part of North Carolina peer review evidence.</p> <p><i>Test Development Process</i></p> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V.A-08 (PDF pp. 665–671, Item Review Process: Steps 1–2, Steps 4–5, Steps 14–15, and Step 18)</li> </ul>
13.	Steps taken to review IADA items for sensitivity and potential offensiveness (e.g., criteria for sensitivity, specifications and rules followed, list of sensitivity reviewers and expertise);	
14.	Procedures to ensure all major content domains or strands assessed by IADA assessment are aligned to the IADA test specifications/blueprint	

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15. Process to reduce construct irrelevance (e.g., reduce inappropriate reading load, avoid use of idioms or culturally specific words).	Not applicable for the 2021–22 school year The NCDPI plans to adopt the same item review procedures established for current EOG items and assessment that have been previously submitted as part of North Carolina peer review evidence.

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

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

Regulatory Requirement	Accomplishments in the Reporting Year (2021–22).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p><b><u>Innovative assessment system. A demonstration that the innovative assessment system does or will--</u></b></p> <p>(2)(i) Align with the challenging State academic content standards under section 1111(b)(1) of the Act, including the depth and breadth of such standards, for the grade in which a student is enrolled; and</p> <p>(ii) May measure a student's academic proficiency and growth using items above or below the student's grade level so long as, for purposes of meeting the requirements for reporting and school accountability under sections 1111(c) and 1111(h) of the Act and paragraphs (b)(3) and (b)(7)-(9) of this section, the State measures each student's academic proficiency based on the challenging State academic standards for the grade in which the student is enrolled;</p> <p>(3) Express student results or competencies consistent with the challenging State academic achievement standards under section 1111(b)(1) of the Act and identify which students are not making sufficient progress toward, and attaining, grade-level proficiency on such standards;</p> <p>(4)(i) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable for all students and for each subgroup of students described in</p>	<p>Not applicable for the 2021–22 school year, NCDPI plans to provide psychometric and content specification for the NCPAT system beginning with the 2022–23 report.</p>	<p>Because of delays related to coronavirus that impacted field testing of new items for the development of NCPAT assessments, the NCDPI modified its pilot timeline and plans to develop and administer the full system beginning in the 2022–23 school year.</p>

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Regulatory Requirement	Accomplishments in the Reporting Year (2021–22).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, to the results generated by the State academic assessments described in 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act for such students.</p> <p>Include:</p> <ol style="list-style-type: none"> <li>1. Objective nature of IADA items machine scoring (e.g., scoring rule limits for number of errors, scoring rules for technology-enhanced score capture and validity checking, how artificial intelligence (AI) scoring engine is trained and its accuracy);</li> <li>2. Procedures to transform raw IADA scores to scale scores (overall and by subtest);</li> <li>3. Description of IADA equating process (overall and, if appropriate, by subtest), including equating study design, statistical methods used and person parameters, overall information functions, size and relevant characteristics of examinee samples, characteristics of anchor items/test, and accuracy of equating functions;</li> <li>4. Process to equate IADA scores across academic years;</li> <li>5. IADA assessment form equivalence, by grade and subject (e.g., raw scores and p-values, standard error of measurement (SEM), dimensionality, test characteristic curve (TCC), test information function (TIF), conditional standard error of measurement (CSEM), score distributions);</li> <li>6. Indication that the TCC or TIF for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest);</li> </ol>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2021–22).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>7. Indication that CSEM or SEM for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest) (e.g., CSEM for each IADA interim assessment and final assessment for the entire scale or at cut scores, overall estimate of test error);</p> <p>8. Reliability estimates, including, as appropriate:</p> <ul style="list-style-type: none"> <li>a. Reliability estimate for entire IADA student population (e.g., alpha coefficient)</li> <li>b. Reliability estimate for each reported IADA subgroup (e.g., alpha coefficient)</li> <li>c. Reliability estimate for summative assessment for all pilot students and each reported subgroup</li> <li>d. Reliability estimate for interim assessments for all pilot students and each reported subgroup</li> <li>e. Interrater reliability estimate for each reported dimension for all pilot students and each reported subgroup</li> <li>f. Cohen’s Kappa for all pilot students and each reported subgroup</li> <li>g. Decision consistency and accuracy reliability estimates of student classifications based on IADA cut scores, classification accuracy conditioned on achievement level, and classification consistency conditioned on achievement cut points,</li> <li>h. Reliability estimates of correctly classified and incorrectly classified students</li> </ul> <p>9. Procedures to ensure use of simple language and uniform format in IADA score reports;</p>		

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<p>10. Availability of and access to translations who require accommodations to interpret IADA scores/results;</p> <p>11. State generates annual State, district, and school IADA assessment reports;</p> <p>12. Annual IADA assessment reports include student performance related to content and knowledge of assessed standards (e.g., scale scores); academic content descriptions of what students can and cannot do using achievement level descriptors (ALDs), performance level descriptors (PLDs), content knowledge learning maps or networks (e.g., subscores); and information to facilitate interpreting results and addressing specific academic needs of students (e.g., itemized score analyses);</p> <p>13. State documents that IADA assessments in each relevant grade and subject were used to inform the annual determination of achievement for all participating students;</p> <p>14. Annual IADA student assessment reports include indicator of annual IADA proficiency or summative achievement determination; indicators of annual student progress (e.g., subscores, ALDs or PLDs, learning maps); and indicators for identifying students not making progress (e.g., subscores on student report);</p> <p>15. Annual IADA school report includes summative achievement results disaggregated by important subgroups;</p> <p>16. Annual IADA district and State reports, with both including summative achievement of annual progress for all IADA pilot students and for important IADA pilot student subgroups;</p>		
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Regulatory Requirement	Accomplishments in the Reporting Year (2021–22).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>17. Expectations from State of timeline for releasing individual student IADA reports to schools and districts;</p> <p>18. Expectations from State and district for delivering student IADA score reports to parents;</p> <p>19. Procedures to protect security of IADA assessment personally identifiable information (e.g., staff procedures, letter to parents, scoring manual).</p> <p>Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in <b>one of the following ways:</b></p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide assessment need not be administered to an individual student in the same school year.</p> <p>(B) Administering full assessments from both the innovative and statewide assessment systems to a demographically representative sample of all students and subgroups of students described in section 1111(c)(2) of the Act, from among those students enrolled in participating schools, such that</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2021–22).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>at least once in any grade span (i.e., 3-5, 6-8, or 9-12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered in the same school year to all students included in the sample.</p> <p>(C) Including, as a significant portion of the innovative assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the statewide assessment system that, at a minimum, have been previously pilot tested or field tested for use in the statewide assessment system.</p> <p>(D) Including, as a significant portion of the statewide assessment system in each required grade and subject in which both an innovative and statewide assessment are administered, items or performance tasks from the innovative assessment system that, at a minimum, have been previously pilot tested or field tested for use in the innovative assessment system.</p> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison between student performance on the innovative assessment and the statewide assessment, including for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act;</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2021–22).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>(ii) Generate results, including annual summative determinations as defined in paragraph (b)(7) of this section, that are valid, reliable, and comparable, for all students and for each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, among participating schools and LEAs in the innovative assessment demonstration authority. Consistent with the SEA’s or consortium’s evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period;</p> <p>In addition to providing the information noted above, be sure to include the following information:</p> <ol style="list-style-type: none"> <li>1. Evidence that IADA test results are comparable to those from the non-IADA system (e.g., provide within-grade IADA and non-IADA results for participating districts are comparable, student proficiency classification for IADA and non-IADA districts are comparable in terms of complexity included in each achievement level, comparability results align with expectations outlined in State’s theory of action);</li> <li>2. Description of across-years scaling procedures to transform IADA raw scores to scale scores; and</li> <li>3. Description of across-years IADA equating process that includes design of equating study; statistical methods used and person parameter, and overall information functions; size and relevant characteristics of examinee samples; characteristics</li> </ol>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2021–22).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>of anchor items/test; and accuracy of equating functions.</p> <p>(5)(i) Provide for the participation of all students, including children with disabilities and English learners;</p> <p>(ii) Be accessible to all students by incorporating the principles of universal design for learning, to the extent practicable, consistent with 34 CFR 200.2(b)(2)(ii); and</p> <p>(iii) Provide appropriate accommodations consistent with 34 CFR 200.6(b) and (f)(1)(i) and section 1111(b)(2)(B)(vii) of the Act;</p> <p>(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;</p> <p>(7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--</p> <p>(i) The student’s mastery of the challenging State academic standards under section 1111(b)(1) of the Act for the grade in which the student is enrolled; or</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2021–22).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>(ii) In the case of a student with the most significant cognitive disabilities assessed with an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(1)(E) of the Act, the student’s mastery of those standards;</p> <p>(8) Provide disaggregated results by each subgroup of students described in 34 CFR 200.2(b)(11)(i)(A)-(I) and sections 1111(b)(2)(B)(xi) and 1111(h)(1)(C)(ii) of the Act, including timely data for teachers, principals and other school leaders, students, and parents consistent with 34 CFR 200.8 and section 1111(b)(2)(B)(x) and (xii) and section 1111(h) of the Act, and provide results to parents in a manner consistent with paragraph (b)(4)(i) of this section and part 200.2(e);</p> <p>(9) Provide an unbiased, rational, and consistent determination of progress toward the State’s long-term goals for academic achievement under section 1111(c)(4)(A) of the Act for all students and each subgroup of students described in section 1111(c)(2) of the Act and a comparable measure of student performance on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act for participating schools relative to non-participating schools so that the SEA may validly and reliably aggregate data from the system for purposes of meeting requirements for--</p> <p>(i) Accountability under sections 1003 and 1111(c) and (d) of the Act, including how the SEA will identify</p>		

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<b>Regulatory Requirement</b>	<b>Accomplishments in the Reporting Year (2021–22).</b>	<b>Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).</b>
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.		

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### 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 (2021–22) to implement the innovative assessment system, including the standard administration of the innovative assessments.*

The NC Interims administered in the 2021–22 school year were classroom assessments for formative information, not summative tests for state accountability. The NCDPI will pilot summative assessments at grades 4 and 7 during the 2022–23 school year.

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).
<b>Training. Evidence that the SEA or consortium provided training or instructions for standard administration of the innovative assessment system on each of the following activities:</b> <ol style="list-style-type: none"> <li>Standard procedures for administering the IADA assessments (e.g., manual, slides);</li> <li>Administering IADA assessment supports and accommodations to students with disabilities;</li> <li>Administering IADA assessment supports and accommodations to English learners;</li> </ol>	<i>NC Interims Teachers' Handbook</i> The <i>NC Interims Teacher's Handbook</i> addresses all policies for the administration of the NC Interims assessments, including accommodations for students with Individual Education Programs, Section 504 Plans, English Learner Plans, or transitory impairment documentation. <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V1-01 (PDF pp. 772–814)</li> </ul>
<ol style="list-style-type: none"> <li>Hand-scoring constructed responses or essays (e.g., results of exact, adjacent, and discrepant agreement; validity check results; number of read-behind flags);</li> </ol>	Not applicable
<ol style="list-style-type: none"> <li>Handling test irregularities during IADA assessment administrations (e.g., test security handbook, test security plan, reports of</li> </ol>	<i>NC Interims Teachers' Handbook</i> <ul style="list-style-type: none"> <li>2021–22 NC APR Appendix V1-01</li> </ul>

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Requirement	Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description).
internal or independent monitoring procedures);	<ul style="list-style-type: none"> <li>○ Previewing Assessment Content and Use, Security of Test Materials and Online Content, Materials, Irregularities (PDF pp. 780–782)</li> <li>○ Appendix C: <i>Testing Code of Ethics</i> (PDF pp. 809–813)</li> </ul> <p><i>2021–22 NC Interims Observations Summary and Reports</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix I-07, NC Interims Observations Feedback Summary (PDF pp. 129–130)</li> </ul>
<p>6. Conducting external reviewing of IADA items for potential bias (e.g., criteria for review, steps where potential bias is considered, review by external review committee);</p> <p>7. Reviewing IADA items for sensitivity and potential offensiveness (e.g., criteria for review, specifications and rules followed, list of reviewers and expertise);</p>	<p>The NCDPI plans to adopt the same item review procedures established for current EOG items and assessment that have been previously submitted as part of North Carolina peer review evidence and described in the <u><i>EOG Technical Report (Chapter 3)</i></u>.</p> <p><i>Test Development Process</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix V.A-08 <ul style="list-style-type: none"> <li>○ Item Review Process: Steps 1–2, Steps 4–5, Steps 7–8, Steps 14–15, and Step 18 (PDF pp. 665–671)</li> <li>○ Form Review Process: Step 6 (PDF p. 676)</li> </ul> </li> </ul>
8. Protecting IADA-related personally identifiable information (PII).	<p><i>NC Interims Teachers' Handbook</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix V1-01, Appendix C: <i>Testing Code of Ethics</i>, (j) Analysis and reporting (PDF p. 812)</li> </ul>



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*For each of the training topics below, briefly describe all training opportunities that your State provided for teachers, principals, and other school leaders during the reporting year (2021–22). For each training opportunity, report the number of individuals eligible to participate and the number of individuals who actually participated.*

- (1) Training to familiarize teachers or school staff with the innovative assessment system (e.g., training on goals of innovative assessment system design including alignment to State standards for student learning, highlights of the key differences between the new and existing assessment systems, format, timeline for administration, and reporting)*
  - (2) Training on test security for the innovative assessment system (e.g., training on handling and distribution of innovative assessment materials, monitoring administration of innovative assessments)*
  - (3) Training on providing accommodations for students with disabilities in the innovative assessment system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of students with disabilities)*
  - (4) Training on providing accommodations for English learner (EL) students in the innovative system (e.g., training on specific types of accommodations that can be made in the presentation, response, timing and/or setting of the innovative assessment to support participation of EL students)*
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NCDPI Office of Accountability and Testing staff train the state’s Regional Accountability Coordinators (RACs) on each manual, handbook, and guide annually or before each test administration, depending on the document/handbook.

The RACs subsequently train the LEA/charter test coordinators who in turn train the school test coordinators, who train school-level staff. The RACs also serve as the contact person when there are questions regarding test procedures or when LEA or charter schools need clarifying information.

In addition to documentation and training, the NCDPI maintains a testing irregularity system that processes all irregularities and flags incidents that require follow-up for clarification or action.

For the 2021–22 school year, RACs provided *NC Interims Teachers’ Handbook* (2021–22 NC APR Appendix V1-01) training sessions [see *NC Interims RAC Regional Training Information* (2021–22 NC APR Appendix V1-02 PDF pp.815–816)] to pilot LEA and charter school test coordinators only. For the 2022–23 school year, the NCPAT trainings will be included in the NC Check-Ins and NC Check-Ins 2.0 Handbook and the North Carolina End-of-Grade Test Administration Guide 2022–23 and administered to test coordinators statewide.

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(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)*

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The NCDPI partnered with the Friday Institute for Educational Innovation at NC State University to create online professional development courses aimed to support data literacy and use of the NC Check-Ins 2.0 for specific audiences:

- *Understanding Reports* is designed to introduce participants to the purposes of the NC Check-Ins 2.0 and how they can be used to support learning as formative classroom resources. Participants will develop an understanding of how to use and interpret two main reports from Check-Ins 2.0, specifically the Individual Student Report and the Class Item Report.
- *Digging Deeper into Formative Assessments* is designed to immerse participants in the use of data literacy; develop an understanding of how utilizing data in assessments is integral to K-12 teaching and learning; identify and explore best practices in data-driven decision making as identified within research-based strategies; empower educators and teacher leaders to create a positive culture where change can best be understood and embraced by students and parents; and invite educators to interact and collaborate with peers who are implementing assessments, such as NC Check-Ins 2.0, into classroom instruction by creating a professional learning network.

The Understanding Reports (previously titled the North Carolina Personalized Assessment Tool Training) course was available to pilot schools beginning in March 2022.

The Diving Deeper into Formative Assessment course will be available for LEAs and charter schools in the 2022–23 school year.

*North Carolina Personalized Assessment Tool Training Course Survey Summary*

- 2021–22 NC APR Appendix IV-31 (PDF pp. 635–637)

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- (6) Training on using innovative assessments for accountability (e.g., training on analysis and interpretation of class and grade-level data for the purposes of informing curricular decisions and allocation of resources to support instruction at the school)*
  - (7) Training on using innovative assessments for accountability across student subgroups (e.g., training on analysis and interpretation of subgroup, class, and grade-level data for the purposes of identifying and addressing any gaps between student subgroups)*
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Not applicable for the 2021–22 school year

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*Describe how the SEA or consortium familiarized students, parents, and LEA staff with the innovative assessment system during the reporting year (2021-22). 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, 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.*

<b>SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System</b>	<b>Description of (a) the Process the State or Consortium used to Familiarize and Acclimate Students and Parents to the Innovative Assessment System and (b) the Support and Training the State or Consortium Provided to LEA Staff to Implement the Innovative Assessment System (be sure to describe the process for each group listed in the left-hand column. You may attach artifacts [e.g., letter to parents, practice IADA items, meeting or training agenda, training session manual/materials] of the actual process in lieu of providing a description).</b>
(1) Familiarize and acclimate students and parents to the IADA assessment system	<p><i>NC Interims Teachers' Handbook</i></p> <ul style="list-style-type: none"> <li>• 2021–22 NC APR Appendix V1-01 <ul style="list-style-type: none"> <li>○ Online Assessment Tutorial (PDF p. 781)</li> <li>○ Appendix A: Sample Parent Letters for NC Interims (PDF pp. 795–807)</li> </ul> </li> </ul> <p>An overview of the NCPAT pilot is available on the <a href="#">NCDPI webpage</a>; the webpage is updated as new materials are developed. Updates for the 2021–22 school year include a pilot overview video link, a frequently asked-questions document, and sample Individual Student Reports for the NC Interims.</p>
(2) Support and train LEA and school staff to implement the IADA assessment system and administer the IADA assessments	<p>For the 2021–22 school year, RACs provided <i>NC Interims Teachers' Handbook</i> (2021–22 NC APR Appendix V1-01) training sessions [see <i>NC Interims RAC Regional Training Information</i> (2021–22 NC APR Appendix V1-02)] to pilot LEA and charter school test coordinators only; public school test coordinators deliver training to school test coordinators, who in turn deliver training to test administrators.</p>

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### VII: Use of Innovative Assessment Data

*Please describe how teachers, principals, and other school leaders are using the innovative assessment data during the reporting year (2021–22). You may attach artifacts in lieu of providing a description.*

*In particular:*

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

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

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During the 2021–22 school year, only the NC Check-Ins 2.0 interim component of the NCPAT system were administered at pilot schools. The main use of the interim data was to support classroom instruction. Below is survey evidence gathered as part of the annual evaluation on how teachers and administrators at pilot schools reported using data from NC Check-Ins 2.0.

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

- 2021–22 NC APR Appendix I-04 (PDF pp. 62–84)

*Center for Improvement in Educational Assessment Report: Spring 2022 Public School Unit Teacher Survey Findings (August 2022)*

- 2021–22 NC APR Appendix I-05 (PDF pp. 85–103)

## 2022 IADA Annual Performance Report

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

*Describe any changes in the Consortium governance structure, roles and responsibilities, or membership, during the reporting year (2021-22), or any changes anticipated in the future.*

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Not applicable for the 2021–22 school year

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### 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.*

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The NC Interims administered in the 2021–22 school year were classroom assessments administered for formative information, not summative tests for state accountability. North Carolina will provide additional information for parents for the 2022–23 school year.

*NC Interims Teachers' Handbook*

- 2021–22 NC APR Appendix VI-01, Appendix A: Sample Parent Letters for NC Interims (PDF pp. 795–807)

## 2022 IADA Annual Performance Report

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### **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.*

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#### *2022–23 Signed Assurance Letters*

- 2021–22 NC APR Appendix X-01 (PDF pp. 817–894)



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### **XI: Budget**

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

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There were no budget changes in the 2021–22 school year.

## 2022 IADA Annual Performance Report

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### **XII: Certification**

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

Name of Authorized Representative:

Title:

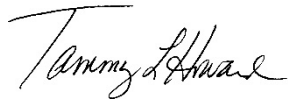
Tammy L. Howard

Senior Director, Office of  
Accountability and Testing

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Signature:

Date (month/day/year):



September 29, 2022

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