

2024 IADA Annual Performance Report

Grantee	North Carolina Department of Public Instruction
Contact Name	Tammy Howard
Contact Email	Tammy.Howard@dpi.nc.gov
Year of Submission	2024

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 (2023-24). 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:

The North Carolina Department of Public Instruction (NCDPI) innovative assessment, 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 administered at the end of the year.

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 immediate data on student performance to tailor and support instruction and learning throughout the year. The multistage adaptive summative estimates students' final proficiency and achievement levels and is used for federal and state accountability. The NCPAT pilot model uses student-level data from the NC Check-Ins 2.0 as a reliable prior measure to ensure students are administered the multistage adaptive form that will maximize measurement precision along the entire grade-level achievement scale.

NCDPI's proposed timeline is to implement the NCPAT system statewide in grades 3–8 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, 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 (administered interims only);
- the 2022–23 school year: grades 4 and 7 mathematics and reading (administered interims and multistage adaptive summative assessment) and grades 5 and 8 mathematics and reading (administered interims only);
- the 2023–24 school year: grades 4, 5, 7, and 8 mathematics and reading (administer interims and multistage 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).

The major focus and progress in the 2023–24 school year, as outlined in the revised timeline above, was on the development and administration of the multistage adaptive summative assessment at grades 5 and 8 and the interim component of the NCPAT at grades 3 and 6.

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Row	Category	Dates	Activities	Status (completed, in progress, delayed or deferred)	Parties Responsible
1	Development	Spring 2024	<p><i>Field Testing</i> NCDPI field tested items for multistage adaptive summative assessment in grades 3 and 6 mathematics and reading on the Spring 2024 End-of-Grade assessments.</p> <p><i>Multistage Adaptive Summative Assessment</i> The Office of Assessment, Evaluation, and Research Services (OAERS) provided consulting services and technical resources in the areas of assessment, program evaluation, and data analysis.</p> <p>NCDPI administered multistage adaptive summative assessments to students statewide at grades 4, 5, 7, and 8 in mathematics and reading.</p>	Completed	<p>NCDPI, NCSU-TOPS, and UNC-G OAERS</p> <p>OAERS is a division of the Department of Educational Research Methodology at the University of North Carolina at Greensboro</p>
2	Professional Development Training	September 2023–June 2024	<p><i>Professional development resources</i> The NCDPI partnered with the Friday Institute for Educational Innovation at NC State University to implement and</p>	Completed	NC State University

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			<p>deliver online professional development courses to support data literacy and use of the NC Check-Ins 2.0 for specific audiences. The <i>Understanding Reports</i> and <i>Diving Deeper into Formative Assessment</i> courses were available for LEAs and charter schools throughout the 2023–24 school year.</p> <ul style="list-style-type: none">• <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 can develop an understanding of how to use and interpret two main reports from the NC Check-Ins 2.0, specifically the Individual Student Report and the Class Item Report.• <i>Diving Deeper into Formative Assessments</i> is designed to immerse participants in the use of data literacy; to develop an		
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			<p>understanding of how utilizing data in assessments is integral to K–12 teaching and learning; to identify and explore best practices in data-driven decision making as identified within research-based strategies; to empower educators and teacher leaders to create a positive culture where change can best be understood and embraced by students and parents and to invite educators to interact and collaborate with peers who are implementing.</p>		
		July 2023 and March 2024	<p><i>Training</i> Following the protocol in the NCDPI train-the-trainer model, Testing Policy and Operations provided training on the NC Check-Ins 2.0 and End-of-Grade assessments to NCDPI’s Regional Accountability Coordinators (RACs). The training provided an overview on the assessments with applicable policy and</p>	Completed	NCDPI Office of Accountability and Testing

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			administration information. The RACs subsequently trained LEA and charter school test coordinators, who in turn trained the school test coordinators who trained school level staff.		
3	Communication	2023–24	<p><i>Disseminate parent communication about the innovative pilot (on-going)</i></p> <p>An overview of the NCPAT pilot is available on the NCDPI website; the 2023–24 NCDPI NCPAT webpage (see VI:15 <u><i>NCDPI North Carolina Personalized Assessment Tool webpage</i></u>) was updated as new materials were developed. Updates for the 2023–24 school year included:</p> <ul style="list-style-type: none"> • the NCPAT statewide implementation timeline, • the <i>NC Check-Ins 2.0 Teacher's Handbook</i>, • a 2023–24 North Carolina Personalized Assessment Tool Frequently Asked Questions document • a 2023–24 NCPAT NC Check-Ins 2.0 	Completed	NCDPI Office of Accountability and Testing

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			<p>Frequently Asked Questions document</p> <p><i>NCPAT Webinars and Office Hours Sessions</i> The NCDPI Office of Accountability and Testing held a statewide webinar in October and follow-up office hours sessions to answer questions in October and November 2023.</p> <p><i>Academic Standards Office Hours</i> The NCDPI Office of Accountability and Testing’s two mathematics Test Measurement Specialists (TMS) participated monthly in NCDPI Office of Academic Standards mathematics office hours attended by district level mathematics content leads. The TMS for mathematics staff presented on various components of the NCPAT model throughout the webinar series.</p>		
4	Evaluation and Feedback	2023–24	<p><i>Evaluation</i> The NCDPI contracted with the Center for Improvement in Educational Assessment to serve as external evaluator of</p>	Completed	Center for Improvement in Educational Assessment

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		October–April 2024	<p>the NCPAT development process and implementation. The focus on 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 annual compliance and formative evaluation reports.</p> <p><i>Stakeholder Interviews and Surveys</i></p> <p>The Friday Institute for Educational Innovation and the Center for Improvement in Educational Assessment conducted interviews with pilot teachers, principals, and public school unit staff.</p>		Friday Institute for Educational Innovation
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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.

July 2023–June 2024

The state administered its third year of NC Check-Ins 2.0 interim administrations at grades 4 and 7, its second year of NC Check-Ins 2.0 interim administrations at grades 5 and 8, and its first year of NC Check-Ins 2.0 interim administrations at grades 3 and 6 statewide in the 2023–24 school year. All LEAs and charter schools had the opportunity to access the NC Check-Ins 2.0 interims, trainings specific to the NC Check-Ins 2.0 administration, online reporting, and online resource courses.

The state administered the multistage adaptive summative statewide at grades 4, 5, 7, and 8 in the 2023–24 school year, its second administrations of the multistage adaptive summative at grades 4 and 7 and the state developed and administered the first administration of the multistage adaptive summative at grades 5 and 8.

Teachers and principals provided feedback through focus groups and interviews. The NCDPI continued its stakeholder engagement by sharing NCPAT general information and updates to teachers statewide during NCDPI Office of Academic Standards office hours sessions, by presenting conference sessions to various audiences statewide, by hosting a webinar and follow-up office hours sessions, and by offering information sessions at the LEA level as requested.

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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 2023-24 school year.*
 - *For each participating LEA, the list of participating schools in 2023-24.*
 - *For each participating school, the grade(s) and subject(s) in which the innovative assessment system was administered in 2023-24.*
 - *The list of LEAs that will participate in the 2024-25 school year.*
 - *For each participating LEA, the list of participating schools in 2024-25.*
 - *For each participating school, the grade(s) and subject(s) in which the innovative assessment system will be administered in 2024-25 (a sample of the data structure is provided below; if the list of participating LEAs and schools is long, it may be submitted as an attachment).*
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For the 2023–24 school year there were no pilot schools; all schools and districts participated in the statewide administration at the designated grades.

North Carolina administered the multistage adaptative summative assessments statewide at grades 4, 5, 7, and 8 in the 2023–24 school year.

The state will administer the multistage adaptive summative assessments at grades 3–8 statewide in the 2024–25 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.

The Center for Improvement in Educational Assessment serves as external evaluator for the NCPAT. The Friday Institute for Educational Innovation conducted interviews and surveys to provide feedback and input. The NCDPI reviews the recommendations contained in the annual evaluation reports and other documentation of feedback to ensure ongoing improvement of the system and deliverables.

- I-01: Center for Improvement in Educational Assessment External Evaluation of North Carolina's IADA Program: The North Carolina Personalized Assessment Tool (August 2024)
- I-02: Friday Institute for Educational Innovation: Annual Evaluation Report (August 2024)
- I-03: NC Check-Ins 2.0 Observation Reports
- I-04: Cherokee PLC Observation Report

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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 2024–2025?

N/A

The NCDPI will administer the multistage adaptive summative assessments in mathematics and reading at grades 3–8 in the 2024–25 school year as the regular statewide assessment. The data from the multistage adaptive summative assessments 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 2025–2026?

N/A

The NCDPI will administer the multistage adaptive summative assessments in mathematics and reading at grades 3–8 in the 2025–26 school year as the regular statewide assessment. The data from the multistage adaptive summative assessments 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 2023-24.*

North Carolina administered the multistage adaptative summative assessments statewide at grades 4, 5, 7, and 8 in reading and mathematics in the 2023–24 school year. The IADA results were included in the state’s 2023–24 accountability reporting.

II-01: [NCDPI Accountability and Data Set Reports webpage](#)

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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 (2023-24).*

N/A for the 2023–24 school year (statewide implementation of the multistage adaptive summative for mathematics and reading at grades 4, 5, 7, and 8)

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III.B. *For any schools or LEAs that will participate for the first time in the following year (2024-25), 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).*

N/A for the 2024–25 school year (statewide implementation of the multistage adaptive summative at grades 3–8)

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IV: Consultation and Feedback

Describe feedback obtained during the reporting year (2023-24) from teachers, principals and other school leaders, and other stakeholders consulted, including parents and students, from participating schools and LEAs about their satisfaction with the innovative assessment system. Include a description of the method used to solicit the feedback (e.g., through surveys, focus groups, meetings) and the extent to which the feedback was solicited from each participating school and LEA.

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for <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><u>Consultation.</u> Evidence that the SEA or consortium has developed an innovative assessment system in collaboration with--</p> <p>(1) Experts in the planning, development, implementation, and evaluation of innovative assessment systems, which may include external partners; and</p>	<p><i>NC Technical Advisors Meetings</i></p> <p>The NCDPI continues to consult the state’s technical advisors on the proposed innovative system’s design and measurement model. Discussions in 2023–24 addressed the spring 2023 pilot administration results, NCPAT and EOG scale comparability analysis, stakeholder feedback, external evaluation findings, and routing.</p> <ul style="list-style-type: none"> • IV-01: <u><i>September 2023, NC Technical Advisors Meeting Agenda</i></u> • IV-02: <u><i>March 2024, NC Technical Advisors Meeting Agenda</i></u> <p><i>University of North Carolina at Greensboro Office of Assessment, Evaluation, and Research Services (UNC-G OAERS)</i></p> <p>UNC-G OAERS in the Department of Educational Research Methodology (ERM) provided technical assistance and conducted research to support the NCDPI in the design, development, and pilot of a</p>	<p>IV-03: <u><i>September 2023, Technical Advisors Meeting Minutes Excerpt</i></u></p> <p>IV-04: <u><i>March 2024, Technical Advisors Meeting Minutes Excerpt</i></u></p>

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	<p>comprehensive system for the NCPAT in mathematics and reading.</p> <ul style="list-style-type: none"> IV-05: <u>Scope of Work with Office of Assessment, Evaluation, and Research Services (OAERS)</u> <p>North Carolina State University-Technical Outreach for Public Schools (NCSU-TOPS) North Carolina has developed its assessments in partnership with NCSU-TOPS since the early 1990s. Throughout the 2023–24 school year, the NCSU Content and Programming teams worked with the NCDPI to support test and item development; develop programming to support online testing enhancing and online reporting for the NCPAT.</p> <ul style="list-style-type: none"> IV-06: <u>NC Enhancement Requests Supporting NCPAT for 2023–24</u> <p>The Friday Institute for Educational Innovation The NCDPI continued its partnership with the Friday Institute for Educational Innovation to support the state’s development of the NCPAT system and professional learning content development and support materials, communication resources, and a program evaluation for professional development resources.</p>	<p>The NCDPI will continue its partnership with the Friday Institute for Educational Innovation for the 2024–25 school year as outlined in IV-07: <u>Amended Task Order</u>, which includes professional learning content updates and delivery; conducting a series of surveys, observations, and interviews; a program evaluation plan for professional development resources; and communication resources.</p>

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	<p><i>The Center for Improvement in Educational Assessment</i> The NCDPI has contracted with the Center for Improvement in Educational Assessment to provide annual compliance and formative evaluation during the remaining pilot period.</p>	<ul style="list-style-type: none"> I-02: <u><i>Friday Institute for Educational Innovation: Annual Evaluation Report (August 2024)</i></u> IV-08: <u><i>July 7, 2024, Memorandum</i></u> <p>I-01: <u><i>Center for Improvements in Educational Assessment External Evaluation of North Carolina's IADA Program: The North Carolina Personalized Assessment Tool (August 2024)</i></u></p>
<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>(ii) Teachers, principals, and other school leaders;</p>	<p><i>North Carolina State Board of Education</i> The NCDPI Senior Director of Accountability presents updates to the North Carolina State Board of Education (NCSBE) on the progress of the NCPAT and its implementation annually. During the September and October 2023 meetings, the State Board was updated on the status of the pilot and the transition to statewide implementation the NCPAT system for grades 4, 5, 7, and 8 in the 2023–24 school year.</p>	<p>IV-11: <u>September 6, 2023, NCSBE Meeting Recording</u></p> <ul style="list-style-type: none"> Timestamp 25:00—46:40 <p>IV-12: <u>October 4, 2023, NCSBE Meeting Recording</u></p> <ul style="list-style-type: none"> Timestamp 16:30—33:50

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(iii) Local educational agencies (LEAs); (iv) Representatives of Indian tribes located in the State; (v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and (vi) Civil rights organizations.	<ul style="list-style-type: none"> • IV-09: <u>September 2023, NCSBE NCPAT Presentation</u> • IV-10: <u>October 2023, NCSBE NCPAT Presentation</u> <ul style="list-style-type: none"> ○ Note: same presentation was provided in the September 2023 NCSBE meeting materials 	
	<p><i>Advisories and Councils</i></p> <p><i>Control Configuration Board (CCB)</i> The CCB meets monthly and is an advisory group comprised of Testing and Accountability district 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 2023–24 school year.</p> <p><i>State Advisory Council on American Indian Education (September 22, 2023)</i> The State Advisory Council on Indian Education (SACIE) 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</p>	IV-13: <u>2023–24 CCB Recommendations Summary</u>

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	<p>of North Carolina Board of Governors, and the North Carolina Commission on Indian Affairs. NCDPI Test Measurement Staff presented updates from the Office of Accountability and Testing, including an overview of the NCPAT system and answered questions from the audience.</p> <p>The NCDPI Section Chief for Analysis and Reporting and NCDPI Test Measurement Specialists provided an informational presentation that included the various resources from the Office of Accountability and Testing and the NC Personalized Assessment Tool during the fall meeting.</p> <ul style="list-style-type: none"> IV-14: <u>September 22, 2023, SACIE Presentation</u> <p><i>Testing and Growth Advisory Committee (October 20, 2023)</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</p>	<p>IV-16: <u>October 23, 2023, Testing and Growth Advisory Meeting Summary</u></p>

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	<p>advisory to review relevant developments and to solicit feedback and planning advice.</p> <p>Office of Accountability and Testing staff requested feedback from the advisors at the October 23, 2023, meeting on the NCPAT communication plan, professional development, and the online reporting system.</p> <ul style="list-style-type: none"> IV-15: <u>October 23, 2023, Testing and Growth Advisory Presentation</u> <p><i>Regional Education Services Alliances/Consortia (RESA), Regional Support Teams, and Local Education Authorities</i></p> <p>North Carolina’s eight RESAs are comprised of districts within each individual State Board of Education region. The RESA’s structure supports communication between districts and state agencies, professional organizations, elected officials, and education leaders.</p> <p><i>Regional Support Team Meeting (July 25, 2023)</i> NCDPI Test Development staff joined the NCDPI Regional Support Team to present Accountability updates and the NCPAT system. Questions were addressed during the session and included the transition timeline, the relationship between the NC Check-Ins 2.0 and the multistage adaptive summative, and accountability.</p>	

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	<ul style="list-style-type: none"> IV-17: <u>July 25, 2023, Regional Support Team Presentation</u> <p><i>North Carolina Personalized Assessment Tool (NCPAT) Update to the Western RESA</i></p> <p>The NCDPI Regional Accountability Coordinator for the Western Region provided an overview of the NCPAT system, its components, and available professional development and resources.</p> <ul style="list-style-type: none"> IV-18: <u>October 13, 2023, Western RESA Presentation</u> <p><i>North Carolina Personalized Assessment Tool (NCPAT) Update to the Central Carolina RESA (November 28, 2023)</i></p> <p>The NCDPI Senior Director for Accountability and Testing joined the Central Carolina RESA to share the NCPAT model and frequently asked questions.</p> <ul style="list-style-type: none"> IV-19: <u>November 28, 2023, Central Carolina RESA Presentation</u> <p><i>North Carolina Digital Leaders Exchange Regional Meetings (December 4–7, 2023)</i></p> <p>NCDPI Office of Accountability and Testing Regional Accountability Coordinators presented the NCPAT at Digital Leaders Exchange sessions in the Western, Southwest, North Central, and Northeast regions during the first week in</p>	

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	<p>December. Attendees across the various sessions included district level testing personnel, curriculum staff, digital learning specialists, student information system coordinators, a Chief Technology Officer and NCDPI Digital Teaching and Learning Consultants and Regional Support Team directors. NCDPI Regional Accountability Coordinators explained the NCPAT model, responded to questions, discussed with participants on how to create meaningful conversations with teachers and students in the formative assessment system, and shared the FAQ resource. Feedback to the sessions was positive and attendees indicated they had a better understanding of the NCPAT system.</p> <ul style="list-style-type: none"> IV-20: <u>December 4-7, 2023, Digital Leaders Exchange Presentation</u> 	
	<p><i>Conferences and Presentations</i> <i>Annual Test Coordinators Conference (September 25, 2023)</i> North Carolina district and charter school test coordinators participated in the annual conference. Office of Accountability and Testing staff shared the NCPAT design, implementation timeline, online reporting options, and available resources and responded to questions during a conference session.</p>	<p>IV-22: <u>September 25, 2023, Test Coordinators Conference Presentation Audience Questions</u></p>

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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).
	<ul style="list-style-type: none"> IV-21: <u>September 25, 2023, Test Coordinators Conference Presentation</u> <p><i>AIM Conference (October 9, 2023)</i> The 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 system’s purpose and components, emphasizing the role of the NC Check-Ins 2.0 data for classroom instruction feedback.</p> <ul style="list-style-type: none"> IV-23: <u>October 9, 2023, AIM Conference Presentation: Transitioning to a New Assessment Model</u> <p><i>North Carolina Council of Teachers of Mathematics Annual Conference (November 9, 2023)</i> The NCDPI Test Measurement Specialists for Mathematics presented two conference sessions at the state mathematics conference: 1) “Leveraging NC Check-Ins 2.0 Data in the Classroom” and 2) “Updates on the North Carolina Personalized</p>	

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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>Assessment Tool (NCPAT): NC Check-Ins 2.0 and Multistage Adaptive EOG.” These sessions were attended by mathematics specialists and teachers. NCDPI staff responded to questions throughout the session.</p> <ul style="list-style-type: none"> • IV-24: <u>November 9, 2023, NCCTM Conference Presentation: Leveraging NC Check-Ins 2.0 Data in the Classroom</u> • IV-25: <u>November 9, 2023, NCCTM Conference Presentation: Update on the NCPAT</u> <p><i>Triangle Math Alliance Professional Learning Team (January 19, 2024)</i></p> <p>The Triangle Math Alliance is a regional consortium of mathematics specialists from Chapel Hill-Carrboro City Schools, Durham County, Johnston County, Orange County, and Wake County Public Schools. NCDPI Test Measurement Specialist staff presented the NCPAT model and responded to questions during the winter meeting.</p>	
	<p><i>Statewide Update Webinars and Office Hours</i> <i>NCDPI Office of Academic Standards</i> <i>Mathematics Office Hours (2023–24)</i></p> <p>The NCDPI Office of Accountability and Testing’s two mathematics Test Measurement Specialists participate in monthly NCDPI</p>	

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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>5, 7, and 8 in the 2023–24 school year. NCDPI staff referenced the October 19, 2023, NCPAT webinar presentation throughout the sessions.</p> <p><i>NCDPI NCPAT Office Hours with LEAs</i> The NCDPI Senior Director of Accountability and Testing and Regional Accountability Coordinator staff joined LEA audiences upon request to share an overview of the NCPAT model and FAQ resource, share the IV-27: <i>October 19, 2023, NCPAT Webinar Presentation</i> slide deck, and to respond to questions from the audience. Three LEA level office hour sessions were held in 2023–24: 1) Beaufort County School reading and mathematics coaches (December 7–8, 2023 meetings,) 2) Craven County principals and instructional coaches (January 19, 2024), and 3) Granville County principals (May 8, 2024).</p>	<p>IV-30: <i>NCDPI NCPAT Office Hours with LEAs Audience Questions</i></p>
<p><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> (1) teachers; (2) principals and other school leaders; and (3) parents.</p>	<p>I-01: <i>Center for Improvements in Educational Assessment External Evaluation of North Carolina's IADA Program: The North Carolina Personalized Assessment Tool (August 2024)</i> Six principals were interviewed about their familiarity with the NCPAT system and how the NC Check-Ins 2.0 are administered and used to support instruction and learning.</p>	

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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>I-02: <u>Friday Institute for Educational Innovation: Annual Evaluation Report (August 2024)</u></p> <p>I-03: <u>NC Check-Ins 2.0 Observation Reports</u> Regional Accountability staff noted comments from school test coordinators and teachers during observation sessions.</p> <p>I-04: <u>Cherokee Central Schools PLC Observation Report</u> An NCDPI Office of Accountability and Testing Policy and Operations consultant observed PLC sessions and asked teachers about their experiences with NC Check-Ins.</p>	

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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><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u></p> <p>Report on the following information, summary, processes, procedures, or steps:</p> <ol style="list-style-type: none"> 1. Process to create test specifications/blueprints to support developing IADA assessments that are technically sound and align to depth and breadth of content standards; 2. 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); 3. Descriptive information (e.g., feedback from item development reviews) and empirical evidence (e.g., item difficulty, item 	<p>The NCPAT multistage adaptive summative assessments are built using the same test blueprints as the end-of-grade assessments (Edition 5). The process used to develop the end-of-grade test specifications is included in the Edition 5 technical reports.</p> <p>V.A-01: <u>NCPAT Draft Technical Report</u></p> <ul style="list-style-type: none"> • Chapter 2. Item Analysis • Chapter 3. Section 3.1 Form Assembly • Chapter 4. Scoring and Scale Comparability • Appendix A: The North Carolina EOG Test Specifications • Appendix B: Mathematics Grade 4 Multistage Fixed Adaptive EOG Forms Summary • Appendix C: Mathematics Grade 7 Multistage Fixed Adaptive EOG Forms Summary • Appendix D: Reading Grade 4 Multistage Fixed Adaptive EOG Forms Summary • Appendix E: Reading Grade 7 Multistage Fixed Adaptive EOG Forms Summary <p>North Carolina is in a continuous item development cycle in which educators across the state are contracted periodically to write items for the embedded item bank. All EOG and NCPAT items are developed using the same standardized process that is outlined in the Edition 5 EOG and EOC Mathematics Technical Report (V.A-04).</p> <ul style="list-style-type: none"> • V.A-02: <u>Item Writer and Reviewer Demographics 2021–22</u> • V.A-03: <u>Item Writer and Reviewer Demographics 2022–23</u> • V.A-04: <u>Item Writer and Reviewer Demographics 2023–24</u> <p>V.A-05: <u>North Carolina End-of-Grade Mathematics and End-of-Course NC Math 1 and NC Math 3 Technical Report (Edition 5)</u></p> <ul style="list-style-type: none"> • Chapter 2. Test Design, Item Development, and Field-Test Plan • Chapter 9. Validity Evidences, Section 9.7 Fairness and Accessibility

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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>discrimination) that IADA item selection supports item specifications/blueprint;</p> <p>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> <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 complexity; level of difficulty; accessibility tools and features);</p> <p>6. Qualifications of item writers and reviewers (e.g., content expertise, experience);</p> <p>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</p>	

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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>accessibility tools and features;</p> <p>8. Procedures to ensure IADA items adhere to IADA item specifications/blueprint;</p> <p>9. Procedures to ensure content accuracy of IADA items;</p> <p>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> <p>11. Procedures to ensure IADA items elicit intended response processes (e.g., cognitive labs, think-aloud sessions);</p> <p>12. Steps taken to consider potential bias in IADA items;</p> <p>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);</p>	

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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.)
14. Procedures to ensure all major content domains or strands assessed by IADA assessment are aligned to the IADA test specifications/blueprint	
15. Process to reduce construct irrelevance (e.g., reduce inappropriate reading load, avoid use of idioms or culturally specific words).	

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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 (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<u>Innovative assessment system. A demonstration that the innovative assessment system does or will--</u>		
<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>The multistage adaptive forms were built using the EOG test specifications. The current EOG alignment study serves as evidence the multistage forms are aligned to challenging state academic content standards.</p> <ul style="list-style-type: none"> • V.B-01: <u>Alignment Study for NC EOG and EOC Assessments (2023)</u> <p>(2)(ii) N/A</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>Student results from the multistage fixed adaptive assessments at grades 4, 5, 7, and 8 are reported on the state's academic achievement standards scale and included in the state's end-of-grade and accountability reporting for the 2023–24 school year. All students receive the same individual student report. The state does not generate separate IADA reports.</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	<ul style="list-style-type: none"> • V.B-02: <u>NCSBE TEST-033—Academic achievement standards and achievement level descriptors for End-of-Grade assessments</u> • II-01: <u>NCDPI Accountability and Data Set Reports webpage</u> 	
<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 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"> 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); 2. Procedures to transform raw IADA scores to scale scores (overall and by subtest); 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; 	<p>V.A-01: <u>NCPAT Draft Technical Report</u></p> <ul style="list-style-type: none"> • Chapter 4. Scoring and Scale Comparability Study • Chapter 5. Validity Evidence <p>V.A-05: <u>North Carolina End-of-Grade Mathematics and End-of-Course NC Math 1 and NC Math 3 Technical Report (Edition 5)</u></p> <ul style="list-style-type: none"> • Chapter 8. Test Results and Reports, Section 8.2 Score Reports 	

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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<ol style="list-style-type: none"> 4. Process to equate IADA scores across academic years; 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); 6. Indication that the TCC or TIF for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest); 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); 8. Reliability estimates, including, as appropriate: <ol style="list-style-type: none"> a. Reliability estimate for entire IADA student population (e.g., alpha coefficient) b. Reliability estimate for each reported IADA subgroup (e.g., alpha coefficient) c. Reliability estimate for summative assessment for all pilot students and each reported subgroup d. Reliability estimate for interim assessments for all pilot students and each reported subgroup e. Interrater reliability estimate for each reported dimension for all pilot students and each reported subgroup f. Cohen's Kappa for all pilot students and each reported subgroup 		

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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<ul style="list-style-type: none"> 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, h. Reliability estimates of correctly classified and incorrectly classified students 9. Procedures to ensure use of simple language and uniform format in IADA score reports; 10. Availability of and access to translations who require accommodations to interpret IADA scores/results; 11. State generates annual State, district, and school IADA assessment reports; 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); 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; 14. Annual IADA student assessment reports include indicator of annual IADA proficiency or summative 		

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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>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> <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 one of the following ways:</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</p>		

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<p>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 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>		
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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<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> <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"> 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 		

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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>included in each achievement level, comparability results align with expectations outlined in State's theory of action);</p> <p>2. Description of across-years scaling procedures to transform IADA raw scores to scale scores; and</p> <p>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 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>All EOG and NCPAT items are developed using the same standardized process that is outlined in the Edition 5 EOG and EOC Mathematics Technical Report (V.A-05).</p> <p>V.A.-05: <i>North Carolina End-of-Grade Mathematics and End-of-Course NC Math 1 and NC Math 3 Technical Report (Edition 5)</i></p> <ul style="list-style-type: none"> Chapter 9. Validity Evidences, Section 9.7 Fairness and Accessibility <p>II-01: <i>NCDPI Accountability and Data Set Reports webpage</i></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</p>	<p>The IADA was administered statewide at grades 4, 5, 7, and 8 in mathematics and reading during the 2023–24 school year</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
<p>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>and is included in the state's 2023–24 accountability reporting.</p> <p>II-01: NCDPI Accountability and Data Set Reports webpage</p> <ul style="list-style-type: none"> (See 2023–24 Participation Requirements Report) 	
<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> <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>V.A-01: NCPAT Draft Technical Report</p> <ul style="list-style-type: none"> Chapter 4. Scoring and Scale Comparability Study <p>The IADA NCPAT does not include students with significant cognitive disabilities.</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>The IADA results were included in the state's 2023–24 accountability reporting.</p> <p>II-01: NCDPI Accountability and Data Set Reports webpage</p> <p>V.B-03: School Report Cards</p> <p>The state provides school report cards annually based on state, district, and</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
	<p>school-level testing results to stakeholders on an interactive website.</p> <ul style="list-style-type: none"> • A Quick Guide provides users with an overview of the filters and symbols used in the school report. <p>V.B-04: 16 NCAC 06D .0307 requires that “LEAs shall report scores resulting from the administration state-mandated tests from the Annual Testing Program to students and parents or guardians no later than 30 days after the test is administered and along with available score interpretation information within 30 days from receipt of the scores and interpretive documentation from the NCDPI.” (h)</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>	<p>Results from the IADA NCPAT were used for 2023–24 accountability reporting.</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2023-24).	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable).
participating and non-participating schools in a consistent manner for comprehensive and targeted support and improvement under section 1111(c)(4)(D) of the Act; and (ii) Reporting on State and LEA report cards under section 1111(h) of the Act.		

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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 (2023-24) to implement the innovative assessment system, including the standard administration of the innovative assessments.

Requirement	Description of Training (be sure to describe the training provided for each activity listed in the left-hand column. You may attach artifacts of the training in lieu of providing a description).
<p><u>Training.</u> Evidence that the SEA or consortium provided training or instructions for standard administration of the innovative assessment system on each of the following activities:</p> <ol style="list-style-type: none"> Standard procedures for administering the IADA assessments (e.g., manual, slides); Administering IADA assessment supports and accommodations to students with disabilities; Administering IADA assessment supports and accommodations to English learners; 	<p>North Carolina maintains standardization in its testing program by documenting policies and procedures in assessment guides and handbooks (e.g., <i>North Carolina Testing Coordinators' Policies and Procedures Handbook</i>, <i>Testing Students with Disabilities Handbook</i>, <i>Guidelines for Testing Students Identified as English Learners</i>, <i>NC Check-Ins 2.0 Handbook</i>, and <i>North Carolina End-of-Grade Test Administration Guide</i>). The Regional Accountability Coordinators (RACs) are trained on this information annually or before each test administration, depending on the document/handbook.</p> <p>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 persons when there are questions regarding test procedures. In addition to clarifying information, the RACs troubleshoot with the districts and charters to ensure administrations are standardized and valid.</p> <p>Districts and schools complete testing plans that document the handling of materials, the training schedule, adherence to policies, and protocol for test day. Testing materials are not sent to a school until the test plan is submitted to the district/RAC.</p> <ul style="list-style-type: none"> VI-01: <u><i>North Carolina Test Coordinators' Policies and Procedures Handbook</i></u> VI-02: <u><i>Testing Students with Disabilities Handbook</i></u> VI-03: <u><i>Guidelines for Testing Students Identified as English Learners</i></u> VI-04: <u><i>NC Check-Ins 2.0 Teacher's Handbook</i></u> VI-05: <u><i>North Carolina End-of-Grade Test Administration Guide</i></u>
<ol style="list-style-type: none"> Hand-scoring constructed responses or essays (e.g., results of exact, adjacent, and 	N/A

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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).
discrepant agreement; validity check results; number of read-behind flags);	
5. Handling test irregularities during IADA assessment administrations (e.g., test security handbook, test security plan, reports of internal or independent monitoring procedures);	<p>The NCDPI maintains a testing irregularity system that processes all irregularities and flags incidents that require follow-up for clarification or action.</p> <ul style="list-style-type: none"> • VI-01: <u><i>North Carolina Test Coordinators' Policies and Procedures Handbook</i></u> <ul style="list-style-type: none"> ○ Section K. Testing Irregularities and Misadministrations ○ Section L. State Monitoring • VI-06: <u><i>Testing Security Protocol and Procedures for School Personnel</i></u>
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); 7. Reviewing IADA items for sensitivity and potential offensiveness (e.g., criteria for review, specifications and rules followed, list of reviewers and expertise);	<p>All EOG and NCPAT items are developed using the same standardized process that is outlined in the Edition 5 EOG and EOC Mathematics Technical Report (V.A-05).</p> <p>V.A.-05: <u><i>North Carolina End-of-Grade Mathematics and End-of-Course NC Math 1 and NC Math 3 Technical Report (Edition 5)</i></u></p> <ul style="list-style-type: none"> • Chapter 2. Test Design, Item Development, and Field-Test Plan. 2.3 Item Writer and Reviewer Training <p>V.A-01: <u><i>NCPAT Draft Technical Report</i></u></p> <ul style="list-style-type: none"> • Chapter 2. Item Analysis
8. Protecting IADA-related personally identifiable information (PII).	<p>VI-01: <u><i>North Carolina Test Coordinators' Policies and Procedures Handbook</i></u></p> <ul style="list-style-type: none"> • Section M. Data Security

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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 (2023-24). For each training opportunity, report the number of individuals eligible to participate and the number of individuals who actually participated.

North Carolina provides the same comprehensive training program for all its state assessments, including the NCPAT multistage adaptive summative.

VI-07: July 2023 Regional Accountability Meeting Agenda

Regional Accountability Coordinators received annual training for these documents and handbooks at the July 2023 Office of Accountability and Testing Regional Meeting:

- VI-01: North Carolina Test Coordinators' Policies and Procedures Handbook
- VI-02: Testing Students with Disabilities Handbook
- VI-03: Guidelines for Testing Students Identified as English Learners
- VI-04: NC Check-Ins 2.0 Teacher's Handbook

VI-08: July and August 2023 Regional Training Sessions

Regional Accountability Coordinators conducted training with LEA and charter school test coordinators on materials shared at the July 2023 Regional Meeting.

VI-09: Cleveland County Schools August 2023 Training Sample

The Cleveland County Schools District Test Coordinator provided training to the district's School Test Coordinators on August 23, 2023. The district training sign-in sheet serves as a sample of this training session and a sample sign in sheet for a later NC Check-Ins 2.0 training at a single school is included for reference.

VI-10: Falls Lake Academy September 2023 Training Sample

The Falls Lake Academy Test Coordinator provided NC Check-Ins 2.0 administrator training, including accommodations training, on September 27, 2023.

VI-11: March 2024 Regional Accountability Meeting Agenda

VI-12: March 2024 Regional Training Sessions

Regional Accountability Coordinators conducted training with LEA and charter school test coordinators on materials shared at the March 2024 Regional Meeting.

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VI-13: Cleveland County Schools May 2024 Training Sample

The Cleveland County Schools District Test Coordinator provided training to the district's School Test Coordinators on May 1, 2024. The district training sign-in sheet serves as a sample of this training session attended by at least test coordinators at each school site and a sample sign in sheet for a later end-of-grade test administrator training at a single school is included for reference.

VI-14: Falls Lake Academy May 2024 Training Sample

The Falls Lake Academy Test Coordinator provided end-of-grade and end-of-course test administrator training in May 2024.

The NCPAT Training course, *Understanding Reports*, is introduced in the VI-04: NC Check-Ins 2.0 Teacher's Handbook.

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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 (2023-24). 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.

SEA or Consortium Takes Action to Familiarize the Following Individuals with the Innovative Assessment System	Description of (a) the Process the State or Consortium used to Familiarize and Acclimate Students and Parents to the Innovative Assessment System and (b) the Support and Training the State or Consortium Provided to LEA Staff to Implement the Innovative Assessment System (be sure to describe the process for each group listed in the left-hand column. You may attach artifacts [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).
(1) Familiarize and acclimate students and parents to the IADA assessment system	<p>The NCDPI began offering NC Check-Ins as an optional interim resource for districts and charter schools with a proof-of-concept study in the 2015–16 school year; the NC Check-Ins expanded over time to include reading and mathematics at grades 3–8 with significant participation across the state (approximately 60–70,000 students participate at each grade level). The NC Check-Ins were available as an optional resource for all schools statewide at grades 3–8 in reading and mathematics for the 2023–24 school year.</p> <p>The NCPAT multistage summative assessment uses the same administration guide and follows the same test format as the end-of-grade test; the testing experience is similar for teachers and students.</p> <p>Students annually complete an online assessment tutorial before the end-of-grade test administration; the tutorial is available throughout the year and is recommended that students complete the online tutorial before taking an online NC Check-In 2.0.</p>

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	<p>The NCDPI offers released forms of the end-of-grade tests to familiarize students with test items, which may be accessed through the NCTest application online or through PDF files posted to the NCDPI end-of-grade webpage.</p> <p>The NCDPI maintained a webpage (VI-15: <i>NCDPI North Carolina Personalized Assessment Tool webpage</i>), which was updated throughout the year to incorporate new resources throughout the 2023–24 school year.</p> <p>Local districts and charter schools may also include information on the NC Check-Ins 2.0 and NCPAT system on webpages, newsletters, podcasts, or other web posts.</p> <ul style="list-style-type: none">• VI-16: <i>Samples of District and School Web Posts for NCPAT Parent Videos</i>• VI-17: <i>Samples of District and School Newsletters</i>• VI-18: <i>Wake County Schools: Data Lit Podcast Episode</i> “Demystifying the NCPAT: An interview with Maxey Moore (NCDPI)”
(2) Support and train LEA and school staff to implement the IADA assessment system and administer the IADA assessments	<p>The NCDPI utilizes the train-the-trainer model for test administration training for all state assessments, including the NC Check-Ins 2.0 and NCPAT multistage summative. The trainings delivered by district and school test coordinators follow the same format as the trainings outlined by NCDPI.</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 (2023-24). 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.

- I-01: Center for Improvements in Educational Assessment External Evaluation of North Carolina's IADA Program: The North Carolina Personalized Assessment Tool (August 2024)
- I-02: Friday Institute for Educational Innovation: Annual Evaluation Report (August 2024)
- I-03: NC Check-Ins 2.0 Observation Reports
- I-04: Cherokee PLC Observation 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 (2023-24), or any changes anticipated in the future.

N/A

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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.*

N/A: The NCPAT system was administered statewide at grades 4, 5, 7, and 8 in grades 4, 5, 7, and 8 mathematics and reading in the 2023–24 school year)

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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.

N/A: The NCPAT system was administered statewide at grades 4, 5, 7, and 8 in grades 4, 5, 7, and 8 mathematics and reading in the 2023–24 school year)

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XI: Budget

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

There were no budget changes in the 2023–24 school year.

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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:

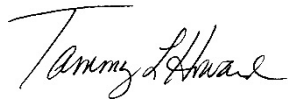
Title:

Tammy L. Howard

Senior Director, Office of
Accountability and Testing

Signature:

Date (month/day/year):



September 27, 2024
