

Innovative Assessments

Annual Evaluation Report

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Executive Summary

The Friday Institute's PEER Group partnered with the Accountability and Testing team at the North Carolina Department of Public Instruction for a continuation of the Innovative Assessments project during the 2023 - 2024 academic year. Over the course of the year, the Friday Institute conducted research and evaluation efforts related to three key areas: (1) educators' experiences using the NC Check-Ins 2.0 Class Item Report, (2) parents' use and understanding of the NC Check-Ins 2.0 individual student reports (ISRs), and (3) educators' experiences with the online Diving Deeper courses. This year's evaluation findings complemented previous data collection and analysis efforts, and it led to new findings. Major highlights are provided below.

PLC observations and Follow-up Focus Groups

- Educators are satisfied with the data they receive on their Class Item Reports.
- Data on the class item reports are complete and actionable.
- The Class Item Report helps educators gauge student performance and helps them decide next instructional steps.
- Educators use class item reports to exchange instructional ideas, track individual students, and work together across subjects to promote student learning.
- Issues remain regarding treating the NC Check-Ins 2.0 as a high-stakes test, or a practice EOG, likely contributing to educator and student anxiety.

Individual Student Reports

- Survey results indicate parents received the ISR more positively this year than the previous year, though issues remain.
- Parents remain unconvinced by the report's usefulness and are unsure of how they should use it to help their children.
- Many parents indicated that they did not value giving standardized tests in general, revealing that they do not fully understand the purpose of the NC Check-Ins 2.0 as a formative assessment.
- Compared to last year, a larger percentage of respondents agreed that the report was clear and understandable.

Diving Deeper Courses

- Traction for the courses has been slow to pick up, indicating educators may be unaware of the courses or may not have time to complete them.
- End-of-course surveys indicate extremely positive results, with high ratings for both the content of the course as well as its construction and organization.

Introduction

During the 2023 - 2024 academic year, the Friday Institute's PEER Group partnered with the Accountability and Testing team at the North Carolina Department of Public Instruction for a continuation of the Innovative Assessments project. Now in its fourth year, the partners agreed that the Friday Institute would continue much of the work that had begun in the 2022 - 2023 academic year. This included similar data collection activities, such as (1) conducting observations of discussions surrounding the NC Check-Ins 2.0 Class Item Report during schools' professional learning communities time, (2) collecting and analyzing survey responses from parents about their experiences with the Individual Student Reports, and (3) collecting and analyzing survey responses from teachers, coaches, and administrators who had completed the Diving Deeper courses, which were available to educators on Canvas.

Taken together, this second year of data collection not only confirmed some of the findings from the previous year but also provided new insights and evidence related to previous findings. Additionally, it led to uncovering new findings.

Overall, PLC observations and follow-up focus groups made it clear that educators are satisfied with the data they receive on their Class Item Reports. They find the information to be complete and actionable. While some concerns remain surrounding the NC Check-Ins 2.0 (e.g., educators feeling anxiety when their students do not perform well, students experiencing test anxiety, etc.), many educators find the NC Check-Ins 2.0 to be a helpful tool to gauge their students' performance, and the data they receive helps them decide what their next steps should be when working with individual students. Further, taking the time to discuss the data during PLCs helps educators assist one another and provides a space for them to learn from one another.

Perhaps the most mixed feedback about aspects of the NC Check-Ins 2.0 has come from parents who have accessed the Individual Student Reports (ISR). While there are many positive aspects of these reports, parents remain unconvinced by the report's usefulness, unsure of how they should use it to help their children. Many parents also indicated that they did not value giving standardized tests in general. While the NC Check-Ins 2.0 are not tests, parents do not view it this way, noting that their children spend a lot of the time in the classroom completing state-given assessments throughout the year. Even with this feedback, parents also had positive feedback about the ISR, with more respondents agreeing or strongly agreeing this year that they felt that the report was clear and understandable.

Educators have also been pleased with the materials that DPI has released through the Diving Deeper courses. While traction for the courses has been slow to pick up, those who have taken them have reported how useful the courses were, indicating that both the content as well as the construction and organization of the course are of high quality.

Overall, the PEER Group carried out five different data collection activities during the 2023 - 2024 academic year. Data collection activities are listed in the table below.

Table 1

Data Collection Activity	Administration	Participants
Professional Learning Community (PLC) observations	October 2023 - April 2024	Eight schools
Professional Learning Community (PLC) focus groups	October 2023 - April 2024	Eight schools
Individual Student Report Survey	December 2023 - July 2024	3614 survey respondents
Diving Deeper Survey: Coaches/Administrators	July 2023 - June 2024	29 survey respondents
Diving Deeper Survey: Teachers	August 2023 - May 2024	16 survey respondents

Professional Learning Communities (PLCs)

Background

During the fourth year of collaboration between NCDPI and the Friday Institute in NCDPI's Innovative Assessments project, the two partners agreed to expand upon the prior year's focus and data collection activities. This included gaining a better understanding of how educators viewed the Class Item Report and examining how they used data from the NC Check-Ins 2.0 in their classroom instruction.

To do this, members of the Friday Institute's Program Evaluation and Education Research (PEER) Group conducted site visits to eight schools around the state to observe professional learning community (PLC) sessions and took extensive field notes. Researchers then connected with educators in follow-up focus group sessions. These sessions gave educators the chance to explain or expand upon their work during PLC sessions. Further, the researchers asked for educator feedback on how they viewed the utility of the Class Item Report, and they had opportunities to share both advantages and disadvantages of the NC Check-Ins 2.0 process as a whole.

Methods

With approval from NCDPI, the PEER Group selected eight schools that had adopted the NC Check-Ins 2.0. Throughout the 2023 - 2024 academic year, PEER Group researchers visited one school in each of North Carolina's eight geographical regions to ensure that all areas of the state were represented.

Multiple schools were available to select in the regions. To ensure the team received diverse feedback, the researchers selected a small number of schools from each region and then compared the demographics of each across the other regions. Demographics the team considered included grade levels, size of the student population, percentage of students receiving free and reduced lunch, racial demographics, community type (i.e., rural, urban), and the type of school (i.e., public school or charter school).

After receiving permission from NCDPI and after the Accountability and Testing Office reached out to each of the eight school district superintendents, the research team selected and contacted four elementary schools and four middle/high schools. Leadership at all eight schools agreed to participate.

The PEER Group worked with each school district to set up school site visit times that worked for their schedules. Schools were instructed to choose a date when they would be discussing the results of their students' NC Check-Ins 2.0 data during professional learning community (PLC) sessions. While all eight were tentatively planned to take place after administering the first NC Check-In 2.0, scheduling preferences led to two schools requesting a visit from the Friday Institute after the second NC Check-In 2.0 administration. This difference in timing is relevant for some of the findings the researchers noted, which will be expanded upon in the General Findings section. After PLC observations, the PEER Group conducted focus groups with PLC participants via Zoom in the weeks following.

Data Analysis

Researchers analyzed site visit fieldnotes and transcriptions from recorded follow-up focus groups using Atlas.ti, a qualitative coding software that helps organize findings into themes. As this was an expansion of last year's research and evaluation study, the team chose to use the previous year's set of codes while also remaining open to discussing new ones. Team members each coded their own fieldnotes and focus groups they had conducted. Then, the researchers exchanged focus group transcripts so that each one was reviewed twice. The researchers then came together to discuss questions, major findings, and discrepancies and then consolidated their codes. While there are similarities to last year's findings, which will be noted throughout the general findings section, teachers brought up new ideas for NCDPI to consider as the NCPAT expands to the entire state.

General Findings

The NC Check-Ins 2.0 data provides educators with opportunities to collaborate and learn from one another. Similar to last year, researchers noted that when educators spent time discussing students' performance on the NC Check-Ins 2.0, they shared different teaching and review strategies with one another. Teachers were able to discuss the particular challenges their students faced and bounce ideas off each other to address them effectively. Some teachers also shared effective teaching strategies for particular standards, which provided an opportunity for other teachers to adapt these practices in their classrooms.

I love when [TEACHER NAME] shared how she breaks through the problem and going back to talk and discuss about which questions were commonly missed and actually having the kids get that 'aha' moment themselves. So being able to hear those other strategies from other teachers to be able to also implement that back with my own instruction, I think that was very helpful. - Educator focus group interview

The information gathered and shared about students' performance on the NC Check-Ins 2.0 also allowed teachers who worked with the same students in different subjects or disciplines to collaborate across classes to address students' specific needs.

Well, as the EC teacher, I'm the one on the outside looking in, but I do collaborate with teachers who have children that are on my caseload. And how the children are doing the Check-Ins, that's an important piece of data, not just they can use, but I can use to help inform what I do with them, the skills I work on or that I might put in their IEP. - Educator focus group interview

The Class Item Reports helped educators humanize and personalize student data. Another notable finding similar to last year's was the level of personalized student data discussions educators had. Teachers could supply contextual information for specific students, which provided other educators an understanding of student scores. For example, one school created a spreadsheet with all of their students' scores, and during their PLC session, they could explain to their administrators why specific students performed in certain ways. In using the Class Item Reports, teachers identified students who might have had an off day, differentiating them from those who actually needed additional support. They could also decide which forms of support might be best, given the individual student's needs.

We were able to see which kids struggled with what specific domain as well as where they were headed for the EOG, who might be passing, who's the bubble, [and] who needs more assistance in different topics. We were able to look at that with the data. - Educator focus group interview

The Class Item Reports also allowed teachers to have conversations with specific students to further understand their performance and needs and set goals for future NC Check-Ins 2.0.

We look specifically at, "What did you miss? How did you miss it? You're not expected to know everything right now, but I want you to see where we can grow," and having those conversations and setting those goals, just like I mentioned before, next week my kids will get a card with their name on it, very privately, that shows them this is how many you got right last time, this is your goal for me for next time. And it's not a perfect score. I want them to do better than they did last time. That's the goal. - Educator focus group interview

Class Item Reports were used to identify students who needed additional support and resources. Classroom teachers had in-depth conversations about their classes' overall performance. Teachers used the data to identify the gaps in knowledge among their students and which students might need additional help outside of class time. For example, one school used their PLC session to identify students who needed tutoring and the specific areas in which students needed tutoring.

One way that the information from the Check-In has helped talking across grade levels. As a third grade teacher, I helped tutor some of the fourth and fifth graders after school in math, so knowing what they've done and what their scores were has helped me and given me some more information to work with those students specifically ... - Educator focus group interview

Educators used NC Check-Ins 2.0 data to empower and encourage students. Teachers expressed that their framing of students' NC Check-Ins 2.0 scores was important for impacting student success. Whether students were below or above the proficiency level, teachers framed student scores in a positive manner, celebrating students' progress and setting new goals for future NC Check-Ins 2.0.

It's empowering for the students, one, to know that people are paying attention, and I think when they see all that data especially, they're typically a little bit surprised that it even exists. Then it just gives them goal-setting abilities to be able to say, "This is where I was, this is where I'm at now, and what do I want try to achieve the next time?" - Educator focus group interview

Educators use the Class Item Reports to determine their next steps. Educators frequently shared how the data they received helped them decide ways to approach classroom instruction. They found Class Item Reports useful for understanding where their students needed additional practice, and they adopted various techniques to meet their students' individual needs.

In a way it can be a jumping-off point for us as a team, that's a good place to start and then how do we grow from there? How does this affect us in our entire curriculum in the

school, our entire everything? How do we adjust this in the individual classroom as a team? How can we support each other doing cross-curricular things? Because that's been a big thing that's been really helpful for us is even just to understand the other standards. - Educator focus group interview

Small groups helped teachers meet the needs of all students in their classrooms. Perhaps the most frequently suggested idea for ways to adjust their instruction after analyzing data from Class Item Reports was placing students into smaller groups. The report helped teachers see which students were struggling with the same concepts. This finding is similar to last year, but we noted that administrators were more involved in some of the discussions this year. Administrators recommended using small groups to their teachers, with some of them volunteering to help model or demonstrate how these would work for newer teachers who were not incorporating small groups in their instruction.

I would just say that we've also, as a middle school team, we've really been focusing on intervention and supporting students this year. And so the data from the Check-Ins and from several other assessments that we do is a good barometer and starting point for those groups and doing the Check-Ins several times throughout the year. And it allows for flexible grouping and moving students as needed. - Educator focus group interview

Educators and students experience anxiety surrounding the NC Check-Ins 2.0. It was notable that teachers appeared more anxious when discussing the NC Check-Ins 2.0 compared to last year. This could be due to a variety of reasons, one of them being the timing of the Friday Institute team's observations. While in the 2022-2023 school year, most of the observations and interviews occurred after the second administration of the NC Check-Ins 2.0, during the 2023-2024, six of the eight schools were observed after the first administration of the NC Check-Ins 2.0. This may have skewed some of the results because some teachers were still learning how to administer the NC Check-Ins 2.0 and figuring out what to expect from them. Given this, it is still important to note that there is high anxiety surrounding at least the first administration, and addressing this in the future will be important.

So this year... I'm just going to be honest, the data was really low. And so I taught sixth grade here, and now I'm eighth grade and I'm not... I don't know, the regular eighth grade, I was really pleased with my Math 1 data, but my eighth grade, I just kind of felt defeated just looking over it because so many kids need help. Okay? So I'm having trouble really getting a focus group when you've got a whole class that needs work during IE time on an objective. - Educator focus group interview

Areas of Growth

Providing more state-created technology-enhanced practice items will help educators and students. Throughout the two years of this study, it has been clear that schools have different levels of access to resources related to testing, with some schools having a lack of resources. Some schools explained how they used various programs that had similar types of technology-enhanced items to the NC Check-Ins 2.0, while other schools rarely used these programs. Therefore, it would be useful to provide teachers and students with more released items created by the state so they have opportunities to practice how to answer these types of questions.

I think it goes back to, yes, we need more resources, but we need actual State resources that are obtainable and line up to their expectations of this test. And if the State isn't going to make them, they need to find a way to make their questions line up with resources that already exist ... Like, other schools can buy and get things if they need it. We don't have that luxury of doing that. So, we have to find the resources that are available to us, but if there's none available to us, we don't have anything to use but what we've been using. ... And so, it puts our kids at a disadvantage, and it makes us look incompetent sometimes because it's like, "Well, what have you guys been doing?" But we've been doing the best we can with what we have. - Educator focus group interview

Educators questioned whether some items were testing students' knowledge or their test-taking skills. They wondered what exactly was being examined in the NC Check-Ins 2.0. For example, they thought that some of their students may have been able to correctly answer math questions, but because it was framed as a word problem, students who were weak in reading got the question wrong. This made it difficult for classroom teachers to know whether the student misunderstood the mathematical concept or if it was just an aspect of taking an assessment.

Well, typically in our discussions with the reading teachers, it seems the trend that myself and [TEACHER NAME] have seen over the years is that the EOG, the math, it seems to also assess their reading ability because some of those word problems are so complex. You step back and you think, are they assessing their ability to do math computation or to read? - Educator focus group interview

Differences between vocabulary on the NC Check-Ins 2.0 and in the classroom lead to student misconceptions. Frequently, educators shared that one of the biggest issues they noticed when looking at students' performance on the NC Check-Ins 2.0 was they were unfamiliar with some of the vocabulary. Specific wording differs from how educators teach students in the classroom. Teachers believed their students may have actually understood the concept and overall standard, but the results on the Class Item Reports do not reflect that. For example, in multiplication questions, teachers shared how the NC Check-Ins 2.0 uses the word

“by,” but in the classroom, they use the word “times.” Small differences like this confuse students during an assessment and may not accurately reflect their knowledge.

One difficulty for us ... is when they rewrite the test, they might rewrite the types of questions, but we don't know what they're going to ask. And it's not teaching to the test, but it's, what can I do to make sure the kids are most prepared. Because if every material that I have access to asks one way, then it's going to be really hard for them to feel successful when they're presented with something that uses completely different vocabulary ...
- Educator focus group interview

Schools continue treating the NC Check-Ins 2.0 as a test, leading to mixed perceptions about the assessment among students and teachers. During PLC observations, the researchers noticed that the majority of educators referred to the NC Check-Ins 2.0 as a test, which has created anxiety among teachers when reviewing students' scores. For example, some teachers explained that the NC Check-Ins 2.0 were used as a test grade at their school. Some educators made the decision to do this because otherwise, their students would not take the NC Check-Ins 2.0 seriously, seeing it as a waste of time.

I mean, I think it's really a shock factor because moving into it, I knew that this was a testing grade and moving forward to this Check-In, it was like a bunch of anxiety because, not for just my students, but for myself, 'cause I was like, oh gosh, a million thoughts were going through my head. What if they don't do good? What if they do good? You know? What if they don't try? What if they guess? - Educator focus group interview

This has also caused students to feel a certain level of pressure when it comes to taking the NC Check-Ins 2.0, which has either led students to have anxiety or reduced motivation on the assessments.

So they've taken these tests so many years and they look at them and they just feel defeated from the start. And so they rush through and they put an answer and they don't care and they shut [their] computer. So trying to also... How do you motivate them too to want to do well for themselves? - Educator focus group interview

Technology-enhanced items continue causing issues for students. Similar to last year's report, educators and students alike struggled with aspects of the technology-enhanced items. Students experienced problems inputting their answers correctly. For example, students thought they needed to fill in all boxes so that none were left empty in math items, or they thought the comma between the list of items was an option, or they substituted commas with periods to hold a decimal place. Teachers recognized this was an area of growth for themselves as they were more aware that they needed to thoroughly prepare their students for how to answer technology-enhanced items. Additionally, educators noted watching their students type in symbols like negative signs, and the computer changed their answers to a

positive number. Altogether, these technology issues made the data feel less reliable to educators, especially when their students understood the concepts being assessed.

The students put decimals for the commas they wanted to use (even AIG), instructional coach said they will need to discuss in class. - Excerpt from PLC fieldnotes

Empty boxes- students think if they don't fill in the boxes then they have something incorrect. - Excerpt from PLC fieldnotes

The commas in problem 3 between the numbers were confusing to students because they thought a comma was an option. - Excerpt from PLC fieldnotes

While infrequent, some students faced problems with the technology itself. Specifically, students who used iPads were regularly logged out if they swiped too far on their screen. Teachers were forced to repeatedly log their students in throughout the NC Check-Ins 2.0 administration.

Teachers want more specific data from technology-enhanced items. While the Class Item Report still receives positive feedback, like last year, teachers find that some of the information they receive related to technology-enhanced questions is not useful. They consistently note how data they receive on certain questions simply shows a “yes” or “no” if the students answered correctly. However, educators do not know what to do with this information, especially when considering “select all answers that apply” items. They explained how they did not know if their students completely misunderstood the concept or if they were only missing a small part of it.

One thing I don't love about the data is the tech-enhanced questions either say yes or no. And so we have no knowledge of what our kids answered. So if it's a question that says, click two, did they choose two or did they choose three and not read that at all or choose four or did they choose one? And so that data for the tech-enhanced questions is not helpful. - Educator focus group interview

Educators expressed a lack of understanding about how the NC Check-Ins 2.0 would inform the End-of-Grade test. Similar to last year, one of the questions the researchers most often received during PLC observations concerned the formative aspect of the NC Check-Ins 2.0. Educators were confused about how students' NC Check-Ins 2.0 performance would affect the test they would receive at the end of the year. Additionally, some teachers were not fully informed about when the adaptive End-of-Grade test would be implemented, demonstrating a gap in communication.

I remember there was talk at the beginning of the year that these tests would impact their EOG. Is that still happening? Do we know?... [D]oes that mean if they showed big-time

mastery on a standard over the course of the year, will there be less of those questions on the EOG? - Educator focus group interview

Further, I was asked how it would be an accurate depiction of students' performance during the year that would feed them into a multi-staged adaptive test. If they simply had not gotten to the content, they might be placed on a lower EOG, which would not actually accurately reflect the students' abilities. - Excerpt from site visit field notes

Pacing was a challenge for math teachers. Alignment between the curriculum and the NC Check-Ins 2.0 was a source of frustration for math teachers, especially when they had yet to get to certain concepts. While this may not be something DPI can fix, especially as each district handles the timing of the NC Check-Ins 2.0 individually, it is worth mentioning as a frequently shared concern. This may point to the broader idea of ensuring that the main points of contact between the regions, RACs, and DPI are effectively communicating about the logistics of administration, especially related to the open testing administration windows.

There were frustrations specifically around the pacing of the Check-Ins 2.0 and the Eureka curriculum. They liked the Eureka curriculum, but it did not align with the Check-Ins 2.0. This feels frustrating because teachers noted that their students get down when they don't answer questions correctly. - Excerpt from site visit field notes

Recommendations

Educator Recommendations

Provide more tools within the NC Check-Ins 2.0 to help students. Educators teach their students a number of test-taking strategies, but sometimes, they are unable to apply them within the NC Check-Ins 2.0. One such strategy is crossing out answers they think are wrong. Adding this feature may help students think through their responses in a visual way.

Provide separate data breakouts for reading literature (RL) and reading for information (RI) items. Educators noted how useful it would be to have the two types of reading comprehension separated within the Class Item Report. While they were able to separate it themselves, it took them extra time.

Create state-made technology-enhanced practice items. As was noted above, schools around the state do not have equal access to resources. Therefore, it would be helpful for DPI to provide more examples of questions that teachers can use with their students so they become more familiar with the specific vocabulary used and the various question types.

Show elapsed time per item in the Class Item Report. Last year, one group of educators shared how helpful it would be if DPI showed how long students took on each item. This year, this finding was much more frequent. Teachers wanted to see if their students were taking the

time to think through the problems or not, which would better help them diagnose issues in their classrooms. Further, it would also show them if one of the problems was testing stamina, a frequently mentioned issue throughout the PLCs and follow-up focus groups.

Friday Institute Recommendations

Add data breakouts to the current Class Item Report. Overall, educators were satisfied with the data they received on the Class Item Reports. They felt they had enough to impact their classroom instruction and understand their students' current understanding. Adding extra breakouts, however, such as elapsed time and differentiating RL and RI, would make the report even more user-friendly and informative.

Show students' answers to technology-enhanced items. Currently, the Class Item Report does not show students' actual answers to some of the technology-enhanced items. For example, in the select all that apply questions, it only displays whether or not the students got the answer correct or incorrect. Teachers then have to figure out if students missed the whole concept, if it was just a small misunderstanding, or if students simply did not follow directions. Although teachers can have students log back into the assessment to check their answers, adding this feature to the report would make it more accessible and informative to teachers.

Provide state-created technology-enhanced practice items. Echoing educators' requests, it will be important to provide more state-made examples of items so that students and teachers have an understanding of the vocabulary used and the types of questions that will be asked of them.

Expand communication pathways to explain the connection between the NC Check-Ins 2.0 and the EOG adaptive test. There continues to be anxiety and a lack of clarity surrounding how student performance on the NC Check-Ins 2.0 will impact the test form they receive on the EOG. Expanding communication channels or thinking about alternative ways of messaging may be useful as the NCPAT expands to the entire state.

Individual Student Report Survey

Background

For the 2023-24 academic year, the survey developed by the PEER Group in collaboration with NCDPI in 2022-23 was used to understand parents' perceptions of and feedback about the NC Check-Ins 2.0 ISR. The survey included questions regarding parents' source(s) of information about the ISRs, their students' grade level, perceptions about the clarity and understandability of the reports, and suggestions for improvement.

Methods

The survey was opened for responses from parents in December 2023 with access provided via QR codes and anonymous links. The survey data used for this report was downloaded from Qualtrics on July 24, 2024, after the survey was completed.

Data Analysis

There were a total of 5,221 respondents who accessed the survey. However, only 3,614 individuals (69%) responded to whether they were aware of the student Check-In 2.0 reports or provided additional survey feedback. The remaining individuals who accessed the survey (n=1,607, 31%) did not provide any information on the survey. The completion rate (i.e., respondents completing the entire survey) was 52% (n=2,735). Most respondents used the English version of the survey (n=3,555), while 59 respondents used the Spanish version. For the two open-ended questions, 239 individuals responded to at least one question, and 427 individuals responded to both questions on the survey.

The PEER Group used Stata/BE 18.0 for Windows to analyze quantitative responses, Excel for data visualization, and Atlas.ti, a qualitative coding software, to analyze open-ended survey responses.

General Findings

Demographics

Of the respondents who provided information about their awareness regarding the NC Check-Ins 2.0 ISR (n=3,614), 48% (n=1,731) indicated they had heard of the ISR, 13% (n=481) were not sure, and 39% (n=1,402) indicated they had not heard of the NC Check-Ins 2.0 ISR (Figure 1). The respondents who had not heard of the ISR did not answer additional survey questions.

Of the respondents who were aware of the NC Check-Ins 2.0 ISR, only 1% (n=48) indicated they had accessed the Spanish version of the ISR. Interestingly, 23 of the respondents who had reviewed the Spanish version of the NC Check-Ins 2.0 ISR for their students used the English language version of the Qualtrics survey.

Figure 2 shows the distribution of students' grade levels for respondents to the ISR survey. The largest percentage of respondents had students in middle school (n=940; 54%). There were similar percentages of respondents with students in elementary (n=601, 35%) and high school (n=563, 34%).

Figure 1. Have you heard about the NC Check-Ins 2.0 individual student report (ISR) for your child(ren)?

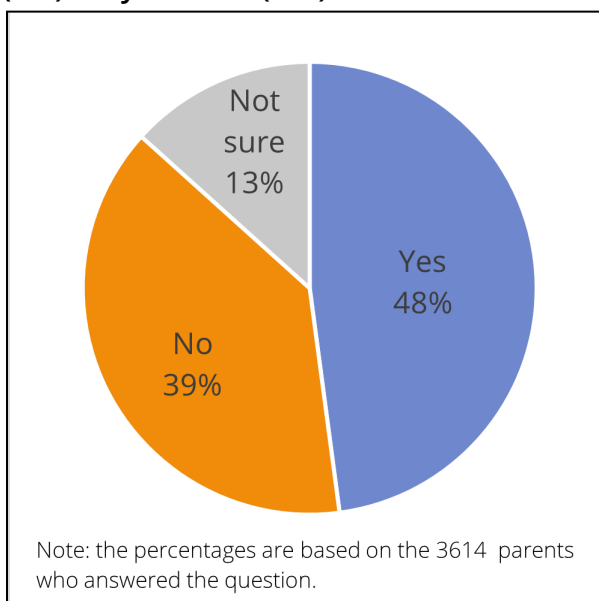
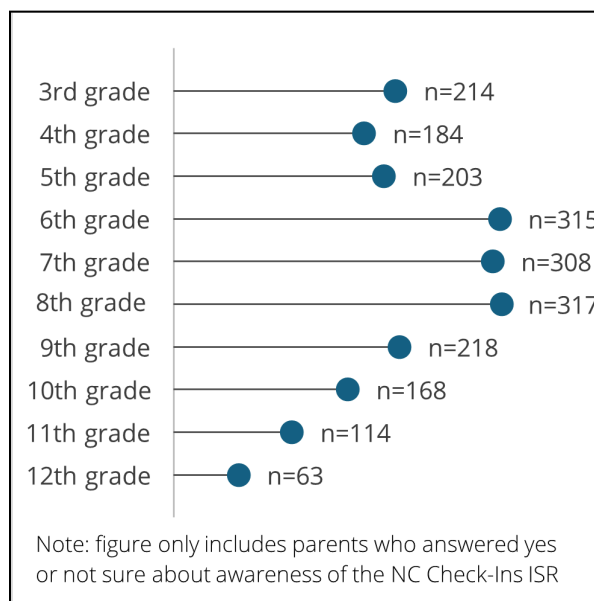
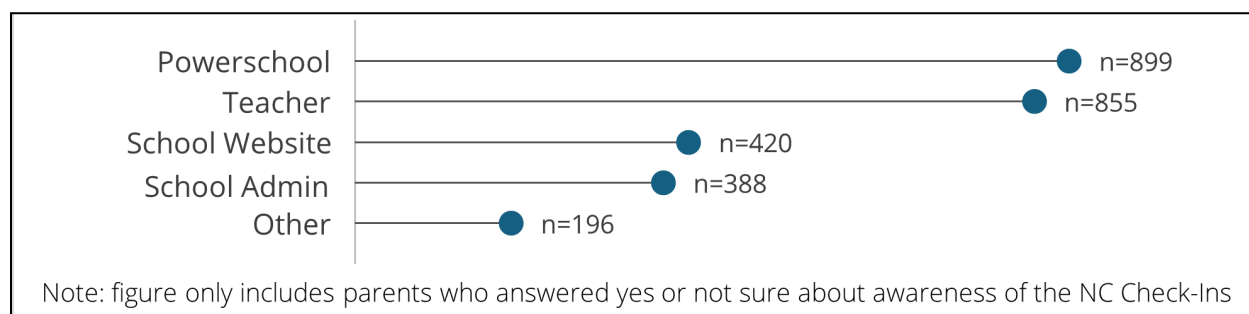


Figure 2. Students' Grade Level for Parent Respondents on ISR Survey



Of parents who had heard about NC Check-Ins 2.0 ISRs, 33% indicated that they learned about them from Powerschool (Figure 3). The second most common source was from their children's teacher (n=855, 31%). Other sources listed by parents included awareness due to their role in the field of education (e.g., teachers), social media (e.g., Facebook and Parentsquare), communication from their child, and general media.

Figure 3. How Parents Learned about NC Check-Ins 2.0 Individual Student Reports



Likert-scale Question Responses

Four questions on the survey asked parents to indicate their perceptions about the clarity and understandability of the ISR with Likert-type ratings (strongly disagree, disagree, agree, or strongly agree). Table 1 summarizes the responses from parents who indicated yes or not sure to the question about awareness of the ISR.

Table 1. Summary of parent responses about clarity and understandability of NC Check-Ins 2.0 ISR

The individual student report I received about the NC Check-Ins 2.0 ...				
	Strongly Disagree	Disagree	Agree	Strongly Agree
contains clear directions on how to interpret my child's progress.	17%	14%	55%	14%
provides a clear explanation of how my child is performing.	15%	16%	53%	15%
is easy for me to understand.	14%	17%	54%	14%
clearly explains the meaning of the performance levels included on the report	15%	16%	53%	15%

Note: rows may not add up to 100 due to rounding.

Compared to the 2022-23 academic year, in which over half of the parents either disagreed or strongly disagreed for all of the question stems, the surveyed parents for the 2023-24 academic year were more positive about the clarity and understandability of the Check-Ins 2.0 ISR. At least 68% of respondents selected agree or strongly agree to all four survey questions. Tables with the responses by grade level can be found in [Appendix A](#). Only parents of 4th grade students were not more positive about the NC Check-Ins 2.0; they were divided, with 50% either disagreeing or strongly disagreeing.

Open-ended Question Responses

The survey included two open-ended questions for parents to provide feedback regarding the NC Check-Ins 2.0 ISR. The first question asked parents to provide suggestions or recommendations that might improve how student performance levels are shared with them. The second question asked for other recommendations to improve the individual student report as a whole (e.g., information provided, how information is presented, etc.).

Of the answers provided for either open-ended question, 53% were provided by parents who responded more negatively to the Likert-scale questions about the ISR, which were

summarized in Table 1, and 47% were provided by parents who were more positive about the ISR. However, 45% of the provided open-ended answers were not recommendations for change (e.g., na, none, nothing). After accounting for these responses, 74% of the open-ended responses were provided by parents who responded more negatively to the Likert-scale questions versus 26% from parents who responded positively. Overall the feedback from parents was similar to their responses from the 2022-23 survey.

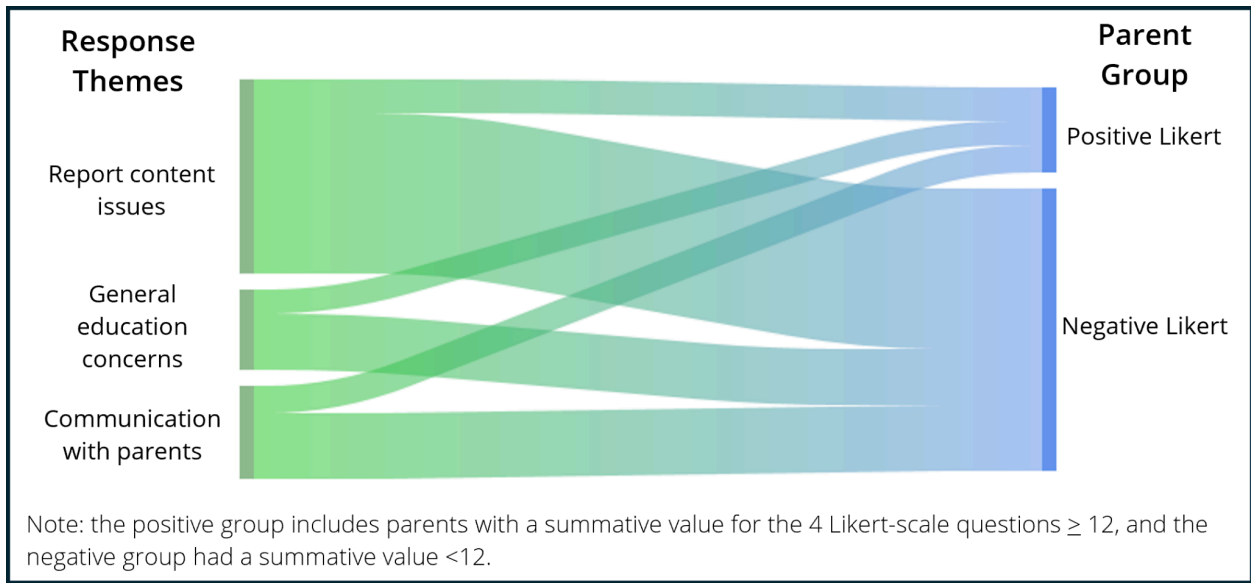
Three overall themes were identified for their suggestions or recommendations in the open-ended questions, including a) report content, b) communication with parents, and c) general education concerns. The distribution of the responses based on themes and groups of parents is shown in Figure 4. Respondents were grouped based on the sum of the four Likert-scale questions with individual answer values ranging from one for strongly disagree to four for strongly agree. A summative value of 12 and higher for the four questions was defined as an overall positive perception of agree/strongly agree, while less than 12 was defined as a more negative perception of disagree/strongly disagree. For the parents whose summative score on the Likert-scale items was more negative (<12), the majority of their comments were related to the report content. They had slightly more recommendations related to communication issues than general education concerns. The recommendations and suggestions from parents who were more positive on the Likert-scale items (≥ 12) were distributed fairly equally among the three themes, with slightly more about the report content.

While this year’s survey did not include an open-ended question asking parents what they liked best, which was included in the 2022-23 survey, approximately 40% of the open-ended responses indicated that no changes were suggested for the reports. In addition, some indicated their appreciation of the information about their children’s performance levels.

[The ISR is] *excelente*.

Thank you so much [for] improving my child's intelligence.

Figure 4. Sankey Diagram of Parents’ Open-Ended Responses Based on Themes



The comment themes for each question are summarized in the following sections based on the frequency of suggestions and recommendations from each of the parent groups.

Report Content

Parents request quantitative scores to make sense of their child’s performance. Most suggestions and recommendations from parents for how to improve sharing student performance levels were related to the inclusion of additional information to make the report useful or meaningful for understanding their child’s academic performance. The most frequently mentioned suggestion both from parents who were more negative (disagree/strongly disagree) on Likert questions and who were more positive was their desire for quantitative data on student performance (n=127). Parents requested information about percentage correct, overall score, and a comparison of scores with other students in the school, district, or state.

The scale is very vague and it is not clear how my child performed. It would be helpful to at least have a benchmark. A numerical score with a scale of performance levels would be a better approach.

Parents also requested quantitative information that reflected their students' growth versus a single performance indicator.

I really would like to be able to compare my student's progress. Is my student improving from the last Check-In? Where is the student at and where does the student still need to grow? How much? The data is not clear, it doesn't appear to compare the same information from Check-In to Check-In, and the scale is not clear on whether the student is in a satisfactory place.

Parents want additional information to help their children. Requests for quantitative information, in some cases, were related to concerns about how to support their students academically. Many parents (n=54) requested the ISRs include recommendations for content on which students needed additional support based on their Check-In 2.0 performance levels. One parent who was more negative in the Likert-scaled questions stated:

[The ISR] gives the illusion of providing assessment feedback to parents/guardians, without actually providing information they can and should use to make decisions about their child's education.

Another parent noted that they could easily read the report for their child, who has typically scored level 5 on EOGs, but that:

The purpose of an assessment is to target what areas a student needs to work on, not to draw an arbitrary line in the sand.

Parents hoped to have a better understanding of concepts in which their child struggles. Some of the additional information that parents (n=45) suggested regarding academic support for their students were examples of questions missed to allow them to support their students' improvement at home.

Without knowing what areas a child had difficulty in or what questions were missed it is useless and impractical at best and harmful at worst.

Give parents benchmark numbers explaining their child's testing results. Also explain if the results reported are based on what a child should know at the end of the grade or at that point of the year. In addition, list several strategies parents can implement in each area of testing that their student needs support.

Parents frequently reported confusion regarding how to interpret the information in the report. Similar to the 2022-23 ISR parent survey, parents frequently discussed (n=54) issues with making meaning about the visual scale indicating performance levels in the report. They noted the scale was not meaningful for them to understand how their child was doing if not presented relative to some other measure. One parent noted that:

I wish there were clear numbers because when you look at the scale it isn't super clear on if my child needs a lot more help or if they are doing okay. I understand that there is a scale.

I understand the farther to the right the better but I am unsure if my child is doing okay if they are in the center or only if they are all the way to the right. Also I don't know how many questions are asked. So if my kid missed one thing or 50 things I have no idea. It would also be nice if they showed how the rest of the school or the county did as well. I like the way the EOG lays everything out. It is much clearer if my child is doing well or struggling.

Communication with Parents

The next most frequently cited recommendations and suggestions for how to improve sharing student performance levels were related to communication issues (n=193), including communication about access to the ISR and interpretation of the report content.

Some parents hope for better communication surrounding access to the ISR (n=29). The request for better communication regarding access to the reports is consistent with findings shown in Figure 1, in which 39% of respondents were not aware of the ISRs, and an additional 13% were not sure. In addition, the majority of respondents used the English version of the ISRs and the parent survey, which may indicate access issues for parents of Hispanic students, who may not be aware of or have difficulty interpreting the reports.

The comments related to accessibility of the ISRs addressed both an overall lack of awareness of the reports, as well as barriers to access, including issues with navigating Powerschool or locating the reports online. Based on the comments, the ISRs appear to be shared with parents in a variety of ways, depending on the school.

These reports are not shared with us by our school. I only get results because they are posted in PowerSchool. Most parents don't even know they can find them there.

In addition, some parents appear to only be aware due to their professional roles as educators or by happenstance as they peruse online information for their students' schools or learning management systems.

Ensure the school informs the parents/guardians and students about the Student Performance Levels. Inform us where to get this information online or send a printed copy home. I just so happened to stumble upon this information. I was not made aware of the Students Performance Levels report.

However, being aware of the ISRs did not necessarily ensure that parents had access to them. There were parent respondents who noted a lack of information about the ISRs.

[I] haven't received any literature this year regarding the NC Checkin.

Parents would like clarity around how to interpret the contents of the ISRs. In addition to access to the reports, parents also commented on the desire to have a better explanation about the content of the ISRs and what the findings mean.

The schools my children attend do not provide the parents with scores or an understanding of what the Check-Ins are for- I recommend this be clear across districts and schools.

[I had] to reach out to the teacher to ask how to read results. Also sometimes they are tested on items they have not learned about them receive poor scores this should be clear.

Parents provided several actionable ideas about ways to effectively share performance levels. Several parents made recommendations to distribute paper versions to parents via mail or to their students, because not all have access to computers. Others recommended the use of text or emails to alert parents about the ISRs or email distribution of directions for online access or the report itself. Some (n=18) also expressed a desire for parent-teacher conferences to discuss their students' performance.

Bring the parents in and go over with them as some parents are not use to this information. This way they can ask questions.

General Education Concerns

Parents also expressed some concerns that were not necessarily specific to the Check-Ins 2.0 or the ISR but are noteworthy because they relate to communication about the purpose of the assessments.

Parents view the NC Check-Ins 2.0 as a high-stakes test. The comments reflect parents' or their students' perceptions of the Check-Ins 2.0 as high-stake summative assessments versus formative assessments, which is associated with communication about the assessment and performance levels. Many respondents mentioned concern (n=95) about the frequency of standardized testing and recommended that it be reduced or eliminated in public schools. They noted that both the testing process and test results are stressful to students and that the testing time could be better used for instruction. For example, one parent commented that

With just two weeks before the start of winter break, students will be bombarded with assessment testing to include five tests for 5th graders.... Teacher's observation and knowledge of student course work to date should provide a more holistic measure of how a student is progressing on the curriculum

Recommendations

While the Likert-scale items indicated more positive perceptions of the ISR by the parents this year compared to the 2022-23 academic year, the percentage of respondents not aware of the ISRs and the comments on the open-ended questions suggest a continued need to improve communication about access to the reports and their content, as well as about the purpose of the NC Check-Ins 2.0.

Ensure that parents of all students have clear and easy access to ISR reports. Parents' access to the ISRs varied, as shown in Figure 3 and discussed in open-ended questions. For the purpose of transparency and treating parents as partners, the information on how to access the ISR should be clear for all parents who want it, regardless of whether it is available online or distributed directly to parents. Several ideas from parents, such as text or email alerts with access information or distribution of paper copies, could increase awareness about the availability of the reports. This need for improved communication and access to ISRs is particularly of concern for parents of Hispanic students. Based on the ISR language-version, only 1% of respondents used the Spanish version of the ISR report, which is significantly lower than the portion of Hispanic students (19.8%) in the NC public school system (Rash et al., 2024).

Clearly communicate the purpose of the NC Check-Ins 2.0 and ISR to parents. The initial findings from the survey show that parent respondents have either not been given or somehow missed messaging about the purpose of the NC Check-Ins 2.0, which is a tool used for planning and progress monitoring. Parents who do not know what formative assessment is and are accustomed to receiving NCDPI-generated reports about the EOGs may assume that the state generated report is about a high-stakes test, the results of which will follow the student in official records and may be used to determine success or failure of teaching and learning for the year. The high frequency of parents requesting quantitative information about their students' performance levels likely reflects parents' misunderstanding of the NC Check-Ins 2.0's purpose.

Include recommendations for student improvement in the ISR. Parents' request for information either in the ISR or from their children's teachers to support their students academically based on their performance levels is consistent with the purpose of the NC Check-Ins 2.0 as a formative assessment. While the example questions from the assessment, as requested by parents, can understandably not be provided, general information about content to focus on could be beneficial. However, it is not recommended that teachers be responsible for providing this information, but rather that performance-based guidance be developed by project leaders for inclusion in the ISR. Recommendations for students' improvement, along with visual feedback on performance, may help communicate the formative nature of the Check-In 2.0 assessments.

End-of-Course Surveys

In 2022, the Professional Learning and Leading Collaborative (PLLC) launched two online modules related to understanding data and using it to inform their instructional practices. These two courses, which take approximately ten hours each to complete, contained a survey at the end, which was completed by 29 coaches/administrators and 16 teachers. The end-of-course surveys asked for participant feedback about the usefulness of the course and the quality of the online modules. The sections below provide an explanation of the survey's background, followed by a detailed analysis of findings from the two surveys.

Diving Deeper Surveys Logistics

The process for collecting and summarizing feedback from parents on the NC Check-Ins 2.0 Diving Deeper course is described briefly below.

1. **Survey instruments:** The end-of-module survey instruments were developed in collaboration between the Friday Institute's Program Evaluation and Education Research (PEER) Group and the Professional Learning and Leading Collaborative (PLLC). The instruments received feedback and approval from NCDPI.
2. **Data collection:** The surveys were available as soon as the two courses were launched. Due to the low interactivity rate with the two courses, only 29 coaches and administrators and 16 teachers completed the surveys.
3. **Analysis:** The PEER Group conducted an analysis of survey data to provide DPI with feedback about the courses. The researchers used Qualtrics and Excel to analyze quantitative responses and Atlas.ti, a qualitative coding software, to analyze open-ended survey responses.

Overview of the Findings

Both participant groups, (1) coaches and administrators and (2) teachers, had positive experiences with the courses. The tables below demonstrate that participants found the course provided them with useful knowledge they could implement into their work. They also indicated that the modules themselves were of high quality.

There were some differences between the two respondent populations. In general, coaches and administrators were consistently positive. While teachers were also generally positive, there were a few questions that yielded less positive feedback than from coaches and administrators. However, it should be noted that there were very few respondents to the teacher survey (n=16), so one or two responses can have a large impact on the survey's results.

Quantitative Findings

Coaches/Administrators: Overall, how useful was this module for improving your teachers' use of NC Check-Ins 2.0 formative data in their professional practice

Teachers: Overall, how useful was this module for improving your use of NC Check-Ins 2.0 formative data in your professional practice?

Coaches/Administrators (n=29)		Teachers (n=16)	
Not At All Useful/Slightly Useful	Very Useful/Useful	Not At All Useful/Slightly Useful	Very Useful/Useful
3%	97%	25%	75%

Participants were asked their opinions on the course overall, with slight wording differences. Overall, coaches and administrators found the course to be more useful than did teachers.

As a result of my participation in this module, I have improved my knowledge and/or skills related to ...

	Coaches/Administrators (n=29)		Teachers (n=16)	
	Strongly Disagree/ Disagree	Strongly Agree/Agree	Strongly Disagree/ Disagree	Strongly Agree/Agree
using data literacy for planning instruction.	3%	97%	0%	100%
using best practices for data-driven decision making.	3%	97%	6%	94%
interpreting the NC Check-Ins 2.0 class item report.	7%	93%	0%	100%
using the NC Check-Ins 2.0 individual student report.	7%	93%	0%	100%
support teachers in using NC Check-Ins 2.0 data to foster student learning.	3%	97%	-	-
discuss data from the NC Check-Ins 2.0 with others (e.g., teachers, students, parents).	3%	97%	-	-
support a culture of data driven instruction at my school.	3%	97%	-	-

Note: Coaches/Administrators and Teachers were asked some different questions. Those marked by (-) indicate it was not a question on the respective survey.

Responses to questions were generally very positive regarding knowledge and skills gained. For example, all teachers felt like they learned how to (1) use data literacy for planning instruction, (2) interpret the NC Check-Ins 2.0 class item report, and (3) use the NC Check-Ins 2.0 individual student report. These responses were echoed in the open-ended questions.

As a result of my participation in this module, I feel more confident in my ability to ...

	Coaches/Administrators (n=29)		Teachers (n=16)	
	Strongly Disagree/ Disagree	Strongly Agree/Agree	Strongly Disagree/ Disagree	Strongly Agree/Agree
support teachers in using NC Check-Ins 2.0 data to foster student learning.	3%	97%	-	-
discuss data from the NC Check-Ins 2.0 with others (e.g., teachers, students, parents).	3%	97%	-	-
support a culture of data driven instruction at my school.	3%	97%	-	-
personalize learning by targeting individual students' needs.	-	-	0%	100%
collaborate with others (e.g., teachers, students, parents) to drive informed decision making in the classroom.	-	-	13%	88%

Note: Only coaches/administrators were asked the questions related to how they could support teachers

Coaches and administrators agreed that they could support teachers as well as encourage the accurate use of data at their schools, and all teachers agreed they felt more confident in their abilities to collaborate with others as a result of participating in the online module. Further, open-ended questions reflected these quantitative data, with coaches and administrators explaining how they plan to take materials from this course and use them to drive data discussions with teachers.

To what extent was the module useful in achieving the following objectives ...

	Coaches/Administrators (n=29)		Teachers (n=16)	
	Not At All Useful/Slightly Useful	Very Useful/Useful	Not At All Useful/Slightly Useful	Very Useful/Useful
Explaining the purposes and uses of various assessment types?	10%	90%	25%	75%
Describing how to have data conversations with (other) teachers?	7%	93%	38%	63%
Describing how to have data conversations with students?	10%	90%	13%	88%
Providing clear examples that illustrate how to use NC Check-Ins 2.0 materials (i.e., class item report, individual student report)?	7%	93%	0%	100%
Providing usable administrator/coach support materials (e.g., NC Check-Ins 2.0 interims, sample learner profile)?	7%	93%	-	-
Providing usable teacher support materials (e.g., learner profile)?	-	-	19%	81%

Note: Coaches/Administrators and Teachers were asked some different questions. Those marked by (-) indicate it was not a question on the respective survey.

Coaches and administrators largely responded more positively to questions related to course objectives than did teachers. For example, they felt like the materials they were provided were helpful for having data conversations with teachers, while teachers were less likely to find this aspect to be as useful, with only 63% agreeing or strongly agreeing. Further, both participant groups had the lowest rate of agreement when asked if the course had been useful in explaining the purposes and uses of various assessment types.

This module ...

	Coaches/Administrators (n=29)		Teachers (n=16)	
	Strongly Disagree/Disa gree	Strongly Agree/Agree	Strongly Disagree/Disa gree	Strongly Agree/Agree
was relevant to my professional development needs.	0%	100%	13%	88%
was at the same level of quality or better than other professional development opportunities in which I have participated.	0%	100%	25%	75%

Note: Coaches/Administrators and Teachers were asked some different questions. Those marked by (-) indicate it was not a question on the respective survey.

In general, participants were satisfied with the courses. Once again, administrators and coaches viewed the course more positively than did teachers, with 100% agreeing that the course was relevant and of high quality. On the other hand, only 75% (n=4) of teachers found the quality of the course to be at the same level or better than other professional development they have experienced.

Qualitative Findings

How do you plan to use the information you learned through this professional development?

Administrators and coaches will take what they learned back to their teams, with an emphasis on discussing student learning. Notably, respondents indicated how the ultimate goal for them was to improve student learning. They want to be able to support students' individual development using the information from this module.

I liked the links that were available that had different information to download that I can use with my teachers and use when discussing data.

Be able to coach the teachers on intentional planning that involves using data to drive instruction and meet the needs of the students based on their current levels.

Administrators and coaches plan to have focused data conversations. They learned the importance of using data, and with effective use, they plan to help guide their teachers to build effective instructional practices.

This information will help me as I facilitate data discussions with teachers.

Ensure that our conversations around data focus on the whole child and their understanding of what information to collect and how to use it.

I am very much looking forward to working with my administration to revisit our school's vision around data talks and refocusing our energy around the elements of practice for a data focused culture. Our data culture is there but there is not a cohesiveness across the building.

I am able to use the information I have learned to better understand NC Check-Ins, how to look at the data and use it to help teachers and administrators make informed decisions as they relate to students.

Teachers frequently mentioned how the information will positively impact their students. Student success is very important to teachers, and they shared that they would use the information from the modules to improve their own instructional practices by interpreting data more effectively to meet student needs.

I will use the data as a tool to adjust my curriculum and give support to my students.

Module materials will help teachers change instructional practices to meet individual student needs. Teachers shared that a big takeaway from the course was that effective data analysis can be a powerful tool for them. They will use data to change their instructional practices, such as creating small groups and individualized lessons to meet all students' needs.

The individual student reports will help facilitate conversations that need to happen in my classroom. I'm hoping to use those for one on one conferencing, as well as to drive some of the groupings in my room for small group instruction.

I plan to use the information for creating remediation and small group plans for struggling students in certain content areas.

What was the most valuable aspect of this module in supporting your personal or professional learning goals?

Administrators and coaches liked the usable resources in the module. They noted how they appreciated the ability to take the resources they were given in the course. It was helpful that they could download and make copies for their own use.

I truly enjoyed the templates to help drive schools to be more data centered and for them to take the assessments more seriously

Administrators and coaches appreciated the examples within the course. Participants found it helpful when they could apply the resources to their own school contexts.

I like the Learner Profile guide and examples. As a school we have a student data sheet but this provides a more holistic and student engaging data sheet.

Administrators and coaches felt the emphasis on data better prepared them to be effective with their students. They thought that understanding each individual student's data would help them support and target their needs.

Learning about and understanding data is a very important aspect of the teaching and learning culture. Understanding the importance of data will have more tailored instructions to help students succeed.

Teachers appreciated gaining a better understanding of how to interpret the data they receive. Explanations about how to read the reports they receive from DPI were particularly useful. This helped them then implement changes in their instruction.

Understanding the reports and how to use them to improve student knowledge.

What additional professional learning features, activities, and/or resources would have helped you gain more knowledge about using student data to drive your instruction? Please explain.

There were very few ideas for adding new features to the courses. However, there were a few notable suggestions:

1. Provide interactive quizzes for first-year administrators and coaches.
I think interactive quizzes through an example would be beneficial for first year academic coaches and staff.
2. Provide examples of implementation next steps.
I need specific strategies for what to do with the data once we have it and analyze it. What are best practices for meeting specific student needs?
3. Add example demonstration videos.
Having some videos in to model it in action
4. Give ideas for ways to find additional related resources.
How to locate resources that will help the students better understand the concepts that are not completely understood.

What recommendations, if any, do you have for improving the user experience in this module (e.g., navigation, visual design, unit organization, etc.)?

Administrators and coaches recommended breaking up the pages with more visuals. Pages of only text could be daunting for participants. Adding more variety could make the module more visually engaging and appealing.

Visually, I think breaking up the pages into smaller sections would also help to retain more information.

Participants suggested adding more videos to the modules. Having opportunities to hear the information could help make the module more interactive and engaging. Including videos that model not only what the data mean but also how it could be used to implement changes in the classroom would be useful.

Videos of data talks may be useful to some learners.

Recommendations

The following recommendations are from the FI team in response to the data which was gathered and presented above. These recommendations are also informed by the work of the 2022 - 2023 academic year as much of the work in 2023 - 2024 was a continuation of the past year's work, especially regarding PLC observations and feedback related to the ISR survey.

Clarify and emphasize the formative aspect of these assessments. As has been apparent, there is vast confusion surrounding the purpose of the formative nature of the NC Check-Ins 2.0. It will be helpful for DPI to continue making its messaging around the NC Check-Ins 2.0 clear.

Provide explanations around the adaptive EOGs. Related to the previous recommendation, it is difficult for educators not to treat these assessments like high-stakes tests, especially when they have been told that their students' performance on them will feed into which form they receive on the adaptive EOGs. If educators are unaware of exactly how their students' performance will impact their EOG, it will be unsurprising when they continue to treat the NC Check-Ins 2.0 as a high-stakes assessment.

Ensure that public-facing documents (e.g., the ISR) are accessible for the public to understand. As was found from analyzing the ISR survey, the information that parents are presented with is not simple to understand. The performance scales confuse parents, especially when they are not presented with additional data, such as the number of questions students were asked for each standard. Without enough information, parents feel unprepared to help their students succeed.

Provide accessible resources and materials to educators and parents to support student growth. The PLCs and ISR findings revealed that educators and parents alike need additional resources to meet their students' needs. Resources supporting understanding of assessment organization, structure, and content could help educators feel at ease when preparing students. Parent resources may include providing them with specific content areas where their students need additional reinforcement so that they can support their learning at home.

Appendix A

Likert Questions by Grade Level

The individual student report I received about the NC Check-Ins 2.0 contains clear directions on how to interpret my child's progress.

Grade	Strongly Disagree	Disagree	Agree	Strongly Agree
3rd	17%	16%	52%	15%
4th	24%	20%	44%	12%
5th	15%	19%	52%	14%
6th	16%	14%	56%	14%
7th	22%	14%	53%	11%
8th	16%	18%	52%	15%
9th	16%	11%	58%	14%
10th	17%	13%	53%	17%
11th	11%	11%	61%	18%
12th	11%	15%	59%	15%

The individual student report I received about the NC Check-Ins 2.0 provides a clear explanation of how my child is performing.

Grade	Strongly Disagree	Disagree	Agree	Strongly Agree
3rd	16%	21%	51%	12%
4th	25%	25%	39%	12%
5th	14%	25%	47%	14%
6th	16%	15%	56%	13%
7th	17%	18%	51%	13%
8th	15%	18%	51%	16%
9th	14%	15%	57%	14%
10th	15%	12%	51%	22%
11th	11%	13%	56%	20%
12th	13%	17%	55%	15%

The individual student report I received about the NC Check-Ins 2.0 clearly explains the meaning of the performance levels included on the report (i.e., approaching to satisfactory).

Grade	Strongly Disagree	Disagree	Agree	Strongly Agree
3rd	16%	19%	51%	14%
4th	25%	24%	39%	13%
5th	13%	25%	49%	13%
6th	16%	15%	56%	13%
7th	17%	15%	54%	14%
8th	16%	14%	54%	16%
9th	14%	16%	56%	14%
10th	14%	17%	48%	21%
11th	11%	14%	56%	19%
12th	13%	15%	57%	15%

The individual student report I received about the NC Check-Ins 2.0 is easy for me to understand.

Grade	Strongly Disagree	Disagree	Agree	Strongly Agree
3rd	15%	19%	50%	15%
4th	21%	23%	44%	12%
5th	14%	21%	55%	10%
6th	16%	16%	54%	14%
7th	15%	19%	55%	11%
8th	13%	16%	53%	18%
9th	13%	20%	54%	13%
10th	12%	13%	55%	20%
11th	13%	14%	58%	15%
12th	15%	13%	56%	15%

Appendix B

2023 - 24 NC Check-Ins 2.0 PLC Observation		
Public School Unit:	Click or tap here to enter text.	
School Name:	Click or tap here to enter text.	
Date:	Click or tap to enter a date.	
Observer Name:	Click or tap here to enter text.	
PLC Observed:	<input type="checkbox"/> Grade 4 Reading <input type="checkbox"/> Grade 4 Mathematics <input type="checkbox"/> Grade 5 Reading <input type="checkbox"/> Grade 5 Mathematics	<input type="checkbox"/> Grade 7 Reading <input type="checkbox"/> Grade 7 Mathematics <input type="checkbox"/> Grade 8 Reading <input type="checkbox"/> Grade 8 Mathematics
Start Time:	Click or tap here to enter text.	
End Time:	Click or tap here to enter text.	
Follow up scheduling:		

1. How many teachers were present? Click or tap here to enter text.
2. Describe what artifacts, resources, reports, or other PLC notes materials were used. (e.g., ISRs, Class reports, team notes documents, etc.). Click or tap here to enter text.
3. How many students completed the NC Check-In 2.0 before ninety minutes? Click or tap here to enter text.
4. Did any technology disruptions occur (e.g., unable to access a report)? ☐ Yes ☐ No
If yes, explain the disruption(s) and how it was handled. Click or tap here to enter text.
5. Record scripted notes here. Periodically note the time. Click or tap here to enter text.

Salient features and notable aspects will be noted—
Spring memo focused on potential themes:

- Collaborative culture, team processes
- Focus on learning and teaching
- Instructional strategies and interventions

- Support and resource allocation
- Overall impact

Questions for reflection:

- What did the teachers notice in the data?
- What successes do the teachers share with each other?
- What challenges do they identify with either the process, the check-in itself, or helping students address the content needing attention?
- In what ways are the reports impacting the teachers' practice and student success?
- In what ways do the teachers offer each other and students support, and in what ways do they allocate resources to offer targeting instruction?

Appendix C

NC Check-Ins 2.0 Reports Focus Groups with Pilot Schools Protocol - Fall 2023 - Spring 2024

Script Read to Teachers by Friday Institute

Hello, my name is [XXX], and I work for the Friday Institute for Educational Innovation at NC State University. Thank you for taking time out of your schedule to be here today. We value your feedback, and we plan to use only 45 minutes of your time. If you need to leave early, we understand as well.

We have been asked by the North Carolina Department of Public Instruction to help collect information about how data in the NC Check-Ins 2.0 class item report is used by PLCs in their work.

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

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

Focus Group Questions

Data Use

1. What do you think was most notable, or most successful, about the PLC session that we were able to spend with you?
 - a. Why do you think this?
 - b. How did you use the data from the NC Check-Ins 2.0 to inform this discussion?
2. In what ways have you and your colleagues been able to offer each other support as a result of using the NC Check-Ins 2.0 data?
 - a. What does this look like? (if they ask for examples, it could be in instructional strategies or interventions, support and resource allocation)
 - b. How often do you use NC Check-Ins 2.0 data to drive your conversations with one another? (either inside or out of the PLC meeting?)
3. What challenges do you find with **using data** from the NC Check-Ins 2.0 to address students' needs? Why are these barriers to your work?
 - a. What might you need to help you (or your colleagues or students) overcome these barriers?

Impact

4. In what ways do you think the use of the NC Check-Ins 2.0 data impacts your classroom practice?
 - a. How does the class item report inform your classroom practice?
 - b. Does the individual student report help guide your conversations with parents about areas of strength and opportunities for growth for their student? How so?
5. In what ways do you think the use of the NC Check-Ins 2.0 data impacts your students' success?

Support/Needs

6. How could school leadership, whether administrator or instructional coach, better support your understanding and use of data for targeting students' academic needs during PLC?
7. What, if any, data do you wish you had on the reports (class item report and individual student report) that are not currently available to you?
8. Is there anything else that you would like to share that we haven't asked you about?

Paper Manipulative Kits

1. Did you have a student take the NCCI 2.0 on paper?
2. If so, why was the student not able to access the online test?
3. Is this student able to access online content during classwork instruction? If not, what accommodations are provided to help them access online class materials. Why did you select the manipulative form you chose for the student (repositionable note or Velcro for paper, magnet or Velcro for braille)?
4. Was the manipulative kit appropriate for your student?
5. Were there any issues with the paper kits?
6. Were there any issues transferring student responses into the online system?
7. Are any additional directions needed for the process to function?
8. Did the practice kit adequately prepare your student to interact with the manipulatives?
9. Do you have any suggestions for improvements?

Appendix D

Individual Student Report (ISR) Parent Survey 2023-2024

Introduction

On behalf of the North Carolina Department of Public Instruction (NCDPI) and the Friday Institute for Educational Innovation, we thank you in advance for your participation in this survey. Your feedback is extremely valuable and will be used to inform the development of the individual student reports provided by NCDPI.

This survey will take approximately 3-5 minutes to complete.

Your individual responses will be kept strictly confidential and will not be provided to any other person or group. Your participation is completely voluntary, and you may withdraw from this survey at any time by closing your browser window.

Demographics

Have you heard about the NC Check-Ins 2.0 individual student report (ISR) for your child(ren)?

- Yes
- No
- Not sure

How did you learn about the individual student report (ISR) (*select all that apply*)?

- Directly from my child(ren)'s teacher(s)
- School website
- School administration (i.e., school principal, assistant principal, etc.)
- PowerSchool on my own
- Other [please specify]

Please select the current grade(s) of your child(ren) from the list. (*Select all that apply*)? (*list K-12*)

Did you use the English, or Spanish version of the individual student report? (*dropdown*)

Individual Student Report

The individual student report I received about the NC Check-Ins 2.0...	Strongly Disagree	Disagree	Agree	Strongly Agree
contained clear directions on how to interpret my child(ren)s progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided a clear explanation of how my child(ren) is performing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was easy for me to understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clearly explained the meaning of performance levels included on the report (i.e., approaching to satisfactory).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-Ended General ISR Feedback

What other recommendations, if any, do you have for how to improve the sharing of **student performance levels** with parents/guardians?

[]

What other recommendations, if any, do you have for improving the individual student **report as a whole** (e.g., information provided, how information is presented, etc.)?

[]

Appendix E

NC Check-Ins 2.0 End-of-Module Survey Diving Deeper into Formative Assessments Teachers

GoLink: https://go.ncsu.edu/divingdeeper_teachers

Introduction

On behalf of the North Carolina Department of Public Instruction and the Friday Institute for Educational Innovation, we thank you in advance for your participation in this survey. Your feedback is extremely valuable and will be used to inform future professional development opportunities related to the North Carolina Personalized Assessment Tool.

This survey will take approximately 10 minutes to complete. Your individual responses will be kept strictly confidential and will not be provided to any other person or group. Your participation is completely voluntary, and you may withdraw from this survey at any time by closing your browser window.

	Not at all useful	Slightly useful	Useful	Very useful
Overall, how useful was this module for improving your use of NC Check-Ins 2.0 formative data in your professional practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of my participation in this module, I have improved my knowledge and/or skills related to...	Strongly Disagree	Disagree	Agree	Strongly Agree
using data literacy for planning instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using best practices for data-driven decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpreting the NC Check-Ins 2.0 class item report .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
using the NC Check-Ins 2.0 individual student report .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of my participation in this module, I feel more confident in my ability to use NC Check-Ins 2.0 data to...	Strongly Disagree	Disagree	Agree	Strongly Agree
personalize learning by targeting individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborate with others (e.g., teachers, students, parents) to drive informed decision making in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How do you plan to use the information you learned through this professional development?

[]

To what extent was the module useful in achieving the following objectives:	Not useful at all	Slightly useful	Useful	Very Useful
Explaining the purposes and uses of various assessment types	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing how to have data conversations with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing how to have data conversations with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing clear examples that illustrate how to use NC Check-Ins 2.0 materials (i.e., class item report, individual student report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing usable teacher support materials (e.g., learner profile)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This module ...	Strongly Disagree	Disagree	Agree	Strongly Agree
was relevant to my professional development needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

was at the same level of quality or better than other professional development opportunities in which I have participated.	◦	◦	◦	◦
--	---	---	---	---

What was the most valuable aspect of this module in supporting your personal or professional learning goals?

[]

What additional professional learning features, activities, and/or resources would have helped you gain more knowledge about using student data to drive your instruction? Please explain.

[]

What recommendations, if any, do you have for improving the user experience in this module (e.g. navigation, visual design, unit organization, etc.)?

[]

Appendix F

NC Check-Ins 2.0 End-of-Module Survey Diving Deeper into Formative Assessments Administrators and Coaches

GoLink: https://go.ncsu.edu/divingdeeper_coachesadmin

Introduction

On behalf of the North Carolina Department of Public Instruction and the Friday Institute for Educational Innovation, we thank you in advance for your participation in this survey. Your feedback is extremely valuable and will be used to inform future professional development opportunities related to the North Carolina Personalized Assessment Tool.

This survey will take approximately 10 minutes to complete. Your individual responses will be kept strictly confidential and will not be provided to any other person or group. Your participation is completely voluntary, and you may withdraw from this survey at any time by closing your browser window.

	Not at all useful	Slightly useful	Useful	Extremely useful
Overall, how useful was this module for improving your teachers' use of NC Check-Ins 2.0 formative data in their professional practice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As a result of my participation in this module, I have improved my knowledge and/or skills related to...	Strongly Disagree	Disagree	Agree	Strongly Agree
Using data literacy for planning instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using best practices for data-driven decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpreting the NC Check-Ins 2.0 Class Item Report .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using the NC Check-Ins 2.0 Individual Student Report .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As a result of my participation in this module, I feel more confident in my ability to...	Strongly Disagree	Disagree	Agree	Strongly Agree
Support teachers in using NC Check-Ins 2.0 data to foster student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss data from the NC Check-Ins 2.0 with others (e.g., teachers, students, parents).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support a culture of data driven instruction at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How do you plan to use the information you learned through this professional development?

[]

To what extent was the module useful in achieving the following objectives:	Not useful at all	Slightly useful	Very Useful	Extremely Useful
Explaining the purposes and uses of various assessment types?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing how to have data conversations with teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describing how to have data conversations with students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing clear examples that illustrate how to use NC Check-Ins 2.0 materials (i.e., class item report, individual student report)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing usable administrator/coach support materials (e.g., NC Check-Ins 2.0 interims, sample learner profile)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This module ...	Strongly Disagree	Disagree	Agree	Strongly Agree
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was relevant to my professional development needs.	○	○	○	○
was at the same level of quality or better than other professional development opportunities in which I have participated.	○	○	○	○

What was the most valuable aspect of this module in supporting your personal or professional learning goals?

[]

What additional professional learning features, activities, and/or resources would have helped you gain more knowledge about using student data to drive your instruction? Please explain.

[]

What recommendations, if any, do you have for improving the user experience in this module (e.g. navigation, visual design, unit organization, etc.)?

[]



College of Education
Friday Institute for Educational Innovation

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