

# IADA Annual Performance Report: North Carolina 2019–20

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

## 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).

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

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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:*

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

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

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

Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
1	2019–20	Develop Communication Plan <ul style="list-style-type: none"><li>• IADA Communications Team holds biweekly meetings (beginning September 2019) to discuss and formalize communications to the field. The initially proposed Communication Plan is currently being updated as the NCDPI adjusts the development timeline due to COVID-19</li></ul>	In Progress (COVID-19 Impact)	North Carolina Department of Public Instruction (NCDPI)

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Row	Dates	Activities	Status (completed, in progress, delayed, or deferred)	Parties Responsible
		<p>to include a focus on cognitive labs for 2020–21 and expand the Assessment Literacy online course to provide foundational knowledge of the innovative pilot to participants.</p> <ul style="list-style-type: none"> <li>The NCDPI’s IADA Communication Plan includes stakeholder engagement meetings; more information is included in Section IV: Consultation and Feedback.</li> </ul>		
2	2019–20	<p>Develop Professional Development Materials and Conduct Training</p> <ul style="list-style-type: none"> <li>For professional development, the NCDPI has a Foundation for Assessment Literacy online course available to educators. In September 2019, the NCDPI Test Development Team provided an overview in a professional development session for statewide test coordinators, outlining the current Foundations of Assessment Literacy course’s purposes, uses, and materials. As the NCPAT is developed and implemented, the modules will be updated to include NCPAT data reports.</li> <li>The NCDPI Accountability Services consulted its steering committee, the Testing and Growth Advisory, in October 2019 to consider reporting revisions to better meet the needs of teachers and local districts.</li> <li>The NCDPI Accountability Services shared proposed NCPAT reporting with the Control Configuration Board (CCB), a group of districts and charter school testing and</li> </ul>	In Progress	NCDPI

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<b>Row</b>	<b>Dates</b>	<b>Activities</b>	<b>Status (completed, in progress, delayed, or deferred)</b>	<b>Parties Responsible</b>
		accountability directors that meets monthly, in November 2019 for their feedback and recommendations.		
3	2019–20	<p>NCPAT Item Development and Review</p> <ul style="list-style-type: none"> <li>• Item development for statewide summative assessments in North Carolina is on-going. The NCDPI, in partnership with North Carolina State University/Technical Outreach for Public Schools (NCSU-TOPS), has a well-established professional development system to recruit and train qualified teachers from across the state to serve as item writers and reviewers. NCSU-TOPS contracted with teachers to write and review new items for Grade 4 Reading and Grade 7 Mathematics that are aligned to the NCPAT content blueprint and item specifications</li> <li>• In 2019–20 NCDPI approved 384 Grade 4 Mathematics items and 450 Grade 7 Reading items to be field tested for the NCPAT.</li> <li>• The online tutorial for Grade 4 Mathematics was updated in March 2020 to include new technology-enhanced item types to support the embedded items within the end-of-grade test developed for the NCPAT pool. These items were not administered, owing to the COVID-19 testing waiver. The NCDPI will expand the online tutorials in 2020–21 to include additional technology-enhanced items that are being</li> </ul>	In Progress (COVID-19 Impact)	NCDPI/NCSU-TOPS

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<b>Row</b>	<b>Dates</b>	<b>Activities</b>	<b>Status (completed, in progress, delayed, or deferred)</b>	<b>Parties Responsible</b>
		<p>developed and will be included in embedded field test slots in the spring 2021 operational tests.</p> <ul style="list-style-type: none"> <li>Item development contracts will continue in 2020–21 to expand item pools for all grade levels/content areas and to expand technology enhanced item types.</li> </ul>		
4	January 27th and 29th, 2020	<p>Teacher panels convene for test specifications meetings for Grade 4 Mathematics and Grade 7 Reading.</p> <ul style="list-style-type: none"> <li>All volunteer districts and charter schools were invited to attend; a sampling of nonparticipating districts from around the state was also included to ensure the input was reflective of the state at-large and not limited to the volunteers, resulting in a total of 31 attendees for the mathematics meeting and 13 attendees for the reading meeting.</li> <li>The proposed NCPAT design was shared with panelists.</li> <li>Panelists discussed and gave their input on the proposed NCPAT assessment design, which included the plan to introduce technology-enhanced performance tasks for the interims that will provide teachers and students detailed formative feedback on student learning.</li> <li>Panelists worked in smaller groups to recommend and prioritize subset of standards for all three NCPAT interim assessments for each grade/content and guided report design</li> </ul>	Completed	NCDPI/NCSU-TOPS

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<b>Row</b>	<b>Dates</b>	<b>Activities</b>	<b>Status (completed, in progress, delayed, or deferred)</b>	<b>Parties Responsible</b>
		for the NCPAT interims to reduce redundancy and better meet instructional needs.		
5	February 2020 and April 2020	<p>Review Online Delivery System for Innovative Assessment</p> <ul style="list-style-type: none"> <li>• February 2020: NCDPI Accountability Services Leadership reviewed online technology-enhancement list with NCSU-TOPS, including exportable data reports that are printable/viewable by individual students, review forms limited to pilot schools and testing windows, and online teacher reports limited to students they teach.</li> <li>• April 2020: NCSU-TOPS shared its progress and enhancement schedule for 2020–21.</li> </ul>	In Progress	NCDPI/NCSU-TOPS
6	March 2020	<p>NCPAT Analyses Plan Discussion with North Carolina Technical Advisors</p> <ul style="list-style-type: none"> <li>• The NCDPI, as ordered by the governor, closed its office space in mid-March 2020. All face-to-face meetings, including the scheduled technical advisors meeting for late March 2020, were canceled. With the waiving of statewide assessments for spring 2020, the preference was to defer the meeting to fall 2020 when it was anticipated a face-to-face meeting would be possible. A virtual technical advisors meeting was scheduled for September 17–18, 2020. At that meeting, the NCDPI continued its discussion of the NCPAT</li> </ul>	Deferred to September 2020 (COVID-19 Impact)	NCDPI with North Carolina Technical Advisors

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<b>Row</b>	<b>Dates</b>	<b>Activities</b>	<b>Status (completed, in progress, delayed, or deferred)</b>	<b>Parties Responsible</b>
		analyses plan with the technical advisors for their expert guidance.		
7	March–April 2020	<p>Administer survey to teachers, administrators, district/charter school staff (on-going)</p> <ul style="list-style-type: none"> <li>The NCDPI consulted volunteer district and charter leaders, teachers, and administrators with two surveys: 1) proposed test-window feedback (result was flexible administration windows with NCDPI-recommended test dates) and 2) a test specification confirmation survey for the Grade 4 Mathematics NCPAT interims. The Grade 7 Reading content standards are spiraled throughout the year and do not require sequencing of content standards throughout the school year and did not require a follow-up survey.</li> </ul>	Completed	NCDPI
8	April 2020	<p>Finalize NCPAT Interims Content Blueprints</p> <ul style="list-style-type: none"> <li>Proposed NCPAT interim assessment content blueprints from the test specification meetings (January 27 and 29) were shared with volunteer districts and charter schools in March 2020 for their feedback via a survey. The finalized content blueprints for Grade 4 Mathematics and Grade 7 Reading were shared with all volunteers and posted to the <a href="#">NCDPI website</a>.</li> </ul>	Completed	NCDPI

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

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

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July 2019–June 2020

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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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.*

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

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

# IADA Annual Performance Report: North Carolina 2019–20

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## **II: Student Performance**

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

N/A for 2019–20 and 2020–21

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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 (2019–20).*

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

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### **III.B.**

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

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

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# IADA Annual Performance Report: North Carolina 2019–20

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## IV: Consultation and Feedback

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

Requirement	Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for each of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
<p><b>Consultation.</b> 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>Eshibit IV-01 <i>NCDPI and NCSU-TOPS Planning Kickoff Meeting</i> (August 28, 2019)</p> <ul style="list-style-type: none"><li>• Members of the NCDPI Accountability Services (Test Development, Testing Policy and Operations, and Regional Accountability Consultants) joined with the NCSU-TOPS Content and IT staff to provide an overview of the design and purpose of the NCPAT pilot and to identify development and communication priorities for the 2019–20 school year.</li></ul>	Throughout the session, participants identified risks, communication methods, and stakeholder engagement plans to guide development of the NCPAT pilot program; topics were included to seek greater stakeholder feedback (e.g., item types, providing general misconception guides or interim test items, how to pilot accommodations, and progressing towards incorporating results into the Parent Portal system over time).
	<p>Exhibit IV-02 <i>North Carolina Technical Advisors Meeting</i> (September 18–19, 2019)</p> <ul style="list-style-type: none"><li>• During the September meeting, department staff and North Carolina Technical Advisors members discussed and recommended updates to the design, measurement model, and communication plan for the proposed innovative assessment system.</li></ul>	See Exhibit IV-03 <i>NCTA Meeting September 2019 Notes</i> (PDF pp. 65–73) meeting summary attached for highlight of discussions.

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<b>Requirement</b>	<b>Description of Consultation and Feedback Methods (be sure to describe the extent of consultation and method of obtaining feedback for each of the listed entities in the left-hand column).</b>	<b>Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).</b>
	<p>Exhibit IV-04 <i>Testing Growth Advisory</i> (October 24, 2019)</p> <ul style="list-style-type: none"> <li>• The Testing and Growth Advisory committee was established following the 2014 Summative Assessment Task Force and will serve as a steering committee for the NCPAT pilot. The advisory panel includes district superintendents, charter school leaders, testing coordinators, district chief academic officers, and teachers. The NCDPI Accountability Services convenes the advisory, at a minimum, biannually to review relevant developments and to solicit feedback and planning advice.</li> <li>• The Testing and Growth Advisory committee was introduced to the NCPAT pilot model design as proposed in the application addendum (two NCPAT interims and the third NCPAT as the adaptive summative assessment); discussions around the model included <ul style="list-style-type: none"> <li>○ the feasibility of measuring growth throughout the year,</li> <li>○ the benefits and challenges of making every administration secure in nature and not releasing items to teachers and students for post-test discussion and review,</li> </ul> </li> </ul>	<p>See Exhibit IV-05 <i>Testing Growth Advisory Summary</i></p> <p>The Testing and Growth Advisory committee expressed concerns on shifting to two interims following the successful implementation of the NC Check-Ins which consisted of three interims, as well as the shift to a trimester model and its impact on local curriculum sequencing decisions. Another request from this meeting was to consider adding a progress indicator as an additional purpose and to transition our plan to allow for a cohort year-by-year model so that students exposed to the new NCPAT pilot system would continue in a similar testing experience over time.</p> <p>The committee also had concerns on the clarity of the NCPAT graphic; following the meeting, given this feedback and other similar feedback, the NCDPI opted to avoid using a graphic and instead will frame the NCPAT design proposal through conversation and consider partnering with the NCDPI-Communications Division for 2020–21 material to share on the website, with pilot schools, and parents.</p> <p>As recommended by the advisory committee, the NCDPI gathered additional feedback on incorporating an end-of-year “On track to be</p>

## IADA Annual Performance Report: North Carolina 2019–20

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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 each of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	<ul style="list-style-type: none"> <li>○ how to structure test blueprints for math to maintain local control of curriculum sequencing,</li> <li>○ exploration of additional item types,</li> <li>○ reporting needs for the NCPAT pilot product, and</li> <li>○ planning next steps (e.g., test specifications meetings, additional stakeholder engagement throughout Spring 2020).</li> </ul>	<p>proficient” indicator into the interim system at the November 12<sup>th</sup> IADA Pilot Introduction Meeting.</p>
	<p><i>Exhibit IV-06 Evaluation of Routing Rules for NCPAT System (February 24, 2020)</i></p> <ul style="list-style-type: none"> <li>● The University of North Carolina at Greensboro Office of Assessment, Evaluation, and Research Services (UNCG-OAERS) in collaboration with the NCDPI psychometric team conducted an evaluation study to investigate an optimal routing methodology based on interim results, for selecting an appropriate starting point for students on the adaptive fixed forms at the end of the year.</li> </ul>	<p>Exhibit IV-06 is a memo that summarizes the results of the study investigating the impact of different routing rules on student classifications. The proposed adaptive fixed forms at the end of the year are intended to be more targeted to maximize measurement precision. UNCG-OAERS adopted several routing rules and compared these rules with respect to their impact on student classifications.</p>
	<p><i>Friday Institute Meetings (March 9, 2020, and June 22, 2020)</i></p>	<p>The NCDPI has a task order with The Friday Institute for Educational Innovation to create and design professional development, conduct focus</p>

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	<ul style="list-style-type: none"> <li>Planning meetings to discuss potential partnership and contractual work for the 2020–21 school year (cognitive labs, focus groups, and professional development needs)</li> </ul>	<p>groups, and conduct cognitive labs. The task order is effective October 1, 2020, through September 30, 2021.</p>
	<p>Exhibit IV-07 <i>NCDPI and NCSU-TOPS Technology Enhanced Item Development Meeting for Grade 7 Reading</i> and Exhibit IV-08 <i>NCDPI and NCSU-TOPS Technology Enhanced Item Development Meeting for Grade 4 Mathematics</i> (April 2, 2020)</p> <ul style="list-style-type: none"> <li>In January, test specification panelists (teachers and district curriculum leaders from across the state) identified additional technology enhanced item types that align to content standards. Using the Test Specification meeting list, the NCDPI Test Development staff partnered with the NCSU-TOPS content teams and programming staff to review the content standards and identify and prioritize technology-enhanced item types for 2020–21 development.</li> </ul>	<p>While reviewing item types and content standards for appropriate content and cognitive alignment, the following technology-enhanced items were prioritized for 2020–21 development:</p> <ol style="list-style-type: none"> <li>1. Create questions at these grade levels for existing item types: drag-and-drop, drop-down select</li> <li>2. Design improvements to existing item types and conduct cognitive labs with students: multiple-select, text identify</li> <li>3. Develop item types and conduct cognitive labs with students: text select, manipulate a number line or graph, multistep</li> </ol>
(2) Affected stakeholders in the State, or in each State in the consortium, including-- (i) Those representing the interests of children with disabilities, English	<p>NC State Board of Education (NCSBE) Monthly Meeting (August 7, 2019)</p> <ul style="list-style-type: none"> <li>Tammy Howard, Director of Accountability Services, presented an Innovative Assessment Pilot Update to</li> </ul>	<p>Exhibit IV-09 <i>NCSBE Monthly Meeting Minutes: August 7, 2019</i> (PDF pp. 199–200)</p>

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<p>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>(iii) Local educational agencies (LEAs);</p> <p>(iv) Representatives of Indian tribes located in the State;</p> <p>(v) Students and parents, including parents of children described in paragraph (a)(2)(i) of this section; and</p> <p>(vi) Civil rights organizations.</p>	<p>the NCSBE, reviewing federal requirements and the proposed pilot design as outlined in the Application Addendum and taking questions from board members on the assessment plan.</p>	
	<p><i>Exhibit IV-10: Testing and Accountability Updates Webinar</i> (August 12, 2019)</p> <ul style="list-style-type: none"> <li>• The NCDPI Accountability Services provided an overview of its IADA Addendum proposal (PDF slides 226–236) to district and charter Accountability leaders and conveyed the important role of LEA feedback to guide the NCPAT development (including the Testing and Growth Advisory). This webinar served as an early communication to the field about volunteer considerations and served to gauge commitment interest beyond the three districts included in the NCDPI's initial application.</li> </ul>	<p>The NCDPI fielded questions on pilot commitment obligations, including questions on the demographic sample requirement. The NCDPI intends to recruit a broad volunteer base that will provide a representative sample of districts rather than require participation to meet sampling needs. If it is necessary to require participation, North Carolina state law allows that to occur, but voluntary participation is preferred.</p>

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	<p>Exhibit IV-11 <i>2019 Test Coordinators Conference Presentation</i> (September 9–10, 2019)</p> <ul style="list-style-type: none"> <li>The NCDPI Accountability Services provided an overview of its addendum IADA proposal to the state’s district and charter school test coordinators, emphasizing the role of LEA participation and feedback to guide the NCPAT development (including the Testing and Growth Advisory). These conference sessions served as an open recruitment effort for volunteer interests and a means to gather early feedback on the proposed model.</li> </ul>	<p>Local test coordinators reviewed the initial plan and provided the following feedback (as outlined in Exhibit IV-12 <i>Test Coordinators Conference IADA Summary</i>):</p> <ul style="list-style-type: none"> <li>request to consider allowing interim administration window flexibility so locals may implement the pilot and continue with existing local content standards’ pacing requirements</li> <li>suggestion to retain three interims (consistent with current NC Check-Ins for formative use) rather than only two proposed in the IADA proposal addendum</li> <li>request that the NCDPI develop “Talking Points” explaining (1) the formative nature of the interims and (2) the design of the adaptive summative to be shared by local testing coordinators with principals and local academic leaders</li> <li>consider staffing implications when incorporating locally scored constructed response item types for interims</li> </ul> <p>The volunteer sample grew significantly following this information session, the recruitment effort will include 33 districts and charter schools. Regional Accountability Coordinators (RACs) confirmed commitments with LEA and charter school volunteer districts during September 2019.</p>

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	<p>Exhibit IV-13 <i>Sandhills Regional Education Service Alliance</i> (October 4, 2019)</p> <ul style="list-style-type: none"> <li>• District leaders from the Sandhills region; meetings are to share updates from the NCDPI and to gather input; at this meeting the NCPAT was discussed with an emphasis on the need for input from voluntary participants and non-participants</li> </ul>	<p>Provided feedback on NCPAT pilot-design graphic; stressed importance of not increasing testing time and of providing same level of reporting information as the NC Check-Ins.</p>
	<p>Exhibit IV-14 <i>Academic Leaders Advisory Council</i> (October 9, 2019)</p> <ul style="list-style-type: none"> <li>• District and charter school chief academic officers/curriculum leaders who provide feedback to the NCDPI on various issues monthly</li> </ul>	<p>The Council suggested that we continue to revise the NCPAT pilot-design graphic; the proposed graphic did not clearly convey design differences to non-testing audiences. The NCDPI would consider changes and also share the graphic with the Testing and Growth Advisory for feedback.</p>
	<p>Exhibit IV-15: <i>Central Carolina Regional Education Services Alliances (CCRESA) Board of Directors Meeting</i> (October 25, 2019)</p> <ul style="list-style-type: none"> <li>• District leaders from the Central Carolina region; meetings are to share updates from the NCDPI and to gather input; at this meeting the NCPAT design was discussed</li> </ul>	<p>Feedback included the importance of clearly communicating the use and purpose of the interims and the relationship of the interims to the summative.</p>
	<p>Exhibit IV-16: <i>CCRESA Curriculum Leaders Meeting</i> (November 1, 2019)</p> <ul style="list-style-type: none"> <li>• District leaders from the Central Carolina region; meetings are to share updates from the NCDPI and to gather input; at</li> </ul>	<p>Participants stressed the importance of having granular information from the interim NCPAT assessments.</p>

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	this meeting the NCPAT design was discussed with an emphasis on its use and purposes	
	<p>Exhibit IV-17 <i>IADA Pilot Introduction Meeting</i> (November 12, 2019)</p> <ul style="list-style-type: none"> <li>• Following recruitment during the September Test Coordinators' Meeting, pilot district superintendents and charter school leaders were invited to attend (or send a designee) to the pilot introduction meeting.</li> <li>• Volunteer participants were introduced to the federal requirements guiding the NCPAT design and provided priority design and communication suggestions surrounding adaptive testing and fairness, item type development, reporting, and professional development for teachers and staff.</li> </ul>	<p>See Exhibit IV-18 <i>IADA Pilot Introduction Meeting Summary</i></p> <p>Following the IADA Pilot Introduction meeting, the NCDPI revised its NCPAT design to incorporate an additional purpose: the on-track to be proficient indicator for the interims. The design also shifted to allow for three interim administrations (at least two would be required), and flexibility in the mathematics administration windows to allow for local pacing sequencing. The shift in purpose led to conversations on test design; test specifications meetings shifted to January 2020 to allow for greater conversation and planning.</p> <p>Volunteer calls to shift farther away from the current end-of-grade testing format prioritized technology-enhanced item development conversations for test specification meetings; internal conversations on how to incorporate performance tasks continued for Spring 2020.</p>
	Exhibit IV-19 <i>Piedmont-Triad Education Consortium Curriculum Leaders Meeting</i> (November 13, 2019)	Feedback stressed the usefulness of the NC Check-Ins and the need for the innovative pilot to continue to provide the same level of feedback.

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	<ul style="list-style-type: none"> <li>• District leaders from the Piedmont-Triad region; meetings are to share updates from the NCDPI and to gather input; at this meeting the NCPAT design was discussed with an emphasis on its use and purposes.</li> </ul>	Also, shared interest in item types that are more variable than multiple-choice items.
	<p><i>Academic Leaders Monthly Webinar</i> (November 15, 2019)</p> <ul style="list-style-type: none"> <li>• District and charter school chief academic officers/curriculum leaders who provide feedback to the NCDPI on various issues monthly</li> </ul>	Shared an update on the planned test specifications and encouraged their recommendations for content experts.
	<p><i>Exhibit IV-20 State Superintendent Quarterly Meeting</i> (December 6, 2019)</p> <ul style="list-style-type: none"> <li>• Superintendents from the 116 school districts in North Carolina met for updates from State Superintendent Mark Johnson and the NCDPI leadership team. Tammy Howard provided an update on the NCPAT and encouraged district superintendents to volunteer to participate in the pilot.</li> </ul>	Shared a brief overview of the IADA and the NCPAT design with the purpose of increasing awareness and recruiting more volunteers. The superintendents did not provide specific feedback.
	<p><i>Exhibit IV-21 NCDPI–Standards, Curriculum, and Instruction Leader IADA Introduction</i> (December 17, 2019)</p> <ul style="list-style-type: none"> <li>• The NCDPI Test Development staff met with Standards, Curriculum, and</li> </ul>	The NCDPI Standards, Curriculum, and Instruction leadership staff supported framing the internal agency NCPAT introduction on federal peer review requirements to guide discussions on the new innovative model.

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	<p>Instruction leadership to provide a broad overview of federal assessment requirements, the NCPAT pilot proposed design, and gathered feedback to guide the larger agency NCPAT introduction meeting in January.</p>	
	<p>Exhibit IV-22 <i>NCDPI-Standards, Curriculum, and Instruction; Exceptional Children; and English Learners IADA Introduction Meeting</i> (January 17, 2020)</p> <ul style="list-style-type: none"> <li>• Accountability Services provided an overview session to the NCDPI Standards, Curriculum, and Instruction; Exceptional Children; English Learners; and Legislative Liaison staff outlining the federal requirements for statewide assessment and the proposed design for the NC Personalized Assessment Tool system.</li> </ul>	<p>See Exhibit IV-23 NCDPI-SCI, EC, and EL IADA Introduction Summary</p> <p>Following this internal agency planning discussion, partnership opportunities with our Standards, Curriculum, and Instruction; Exceptional Children; English Learners; and Regional Support Teams emerged. NCDPI consultants provided suggestions on design features to improve accessibility, such as embedding an online dictionary for English Learners within our testing platform as well as many communications recommendations to utilize existing agency resources and groups to better distribute NCPAT pilot information and engage broader groups statewide. Feedback included emphasis on a system that attends to individualized student needs.</p>
	<p>Exhibit IV-24 <i>Academic Leaders Advisory Committee</i> (January 22, 2020)</p> <ul style="list-style-type: none"> <li>• Tammy Howard and Iris Irving, Test Development Project Coordinator, joined</li> </ul>	<p>Following the feedback from the Academic Leaders Advisory, the NCDPI will provide a technical FAQ to accompany the NCPAT interims explaining the formative purpose of the interims</p>

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	<p>the Academic Leaders Advisory Committee to present an overview of the proposed NCPAT pilot design and gather feedback on how to frame/pilot model communication to district curriculum leaders.</p>	<p>and how the interims are connected to the adaptive summative assessment before the initial year of pilot test administrations and explore the possibility (based on pilot research outcomes and technical data) of assigning cut scores based on interim data alone.</p>
	<p><i>NCDPI–Advanced Learner IADA Introduction Meeting</i> (January 30, 2020)</p> <ul style="list-style-type: none"> <li>The NCDPI Test Development Staff met with the NCDPI Advanced Learning and Gifted Education Division to share the same information provided to other agency divisions on January 17, 2020 (federal requirements; purpose; interim and summative design).</li> </ul>	<p>The Advanced Learning and Gifted Education Division was receptive of the proposed NCPAT assessment system design, especially the increased measurement precision it will provide for students across the performance scale. This was noted as being a benefit for differentiating among advanced learners and providing targeted support.</p>
	<p><i>Exhibit IV-25 Mathematics Test Specification Confirmation Survey</i> and <i>Exhibit IV-26 Reading Test Window Preferences Stakeholder Survey</i> (March–April 2020)</p> <ul style="list-style-type: none"> <li>The NCDPI consulted volunteer district and charter leaders, teachers, and administrators with two surveys: 1) proposed test window feedback (result was flexible administration windows for all NCPAT assessments with the NCDPI recommended test dates and a local decision when to administer) and 2) a test</li> </ul>	<p>Volunteer feedback guided the NCDPI to adopt a flexible administration window for all NCPAT interims (reading and mathematics). The NCDPI will suggest a timing window for the administration for each assessment; districts and schools will decide when to administer each interim assessment (and in the case of mathematics, the sequence of administration). The grade 4 mathematics test specifications were confirmed via the survey participants and posted to the agency website and shared with all volunteer contacts.</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 each of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	specification confirmation survey for the grade 4 mathematics NCPAT interims.	The NCDPI opted to gather this feedback via online survey as opposed to webinar as our volunteer districts and charter schools were in the transition to remote instruction following the governor's closure of school buildings in mid-March.
	<p>Exhibit II-01 <i>IADA 2020–21 Update Webinar</i> (June 18, 2020)</p> <ul style="list-style-type: none"><li>• All NCPAT pilot volunteer leadership was invited to an update webinar that addressed the impact of COVID-19 on the NCPAT pilot administration implementation timeline and outlined the activities the NCDPI anticipates for the 2020–21 school year (cognitive labs, focus groups, professional development, and the potential partnership with WestEd if the CGSA application is approved).</li><li>• The NCDPI maintained that the overall statewide implementation timeline for the NCPAT pilot will remain the 2023–24 school year; the NCPAT system for grades 4 and 7 reading and mathematics will be administered to pilot districts in 2021–22 (following field test data gathering through embedded items on operational forms scheduled for spring 2021).</li></ul>	Volunteers were understanding of the 2020–21 shift in activities in the context of uncertainty surrounding the upcoming school year and when face-to-face instruction will resume.

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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 each of the listed entities in the left-hand column).	Summary of Feedback of Stakeholders (note: you may attach artifacts of the actual feedback received in lieu of providing a summary).
	<p>Cherokee Central School, a school that operates under a P.L. 100-297 Grant from the Bureau of Indian Affairs Department of Education, has partnered with the North Carolina Testing Program and plans to start using NC Check-Ins, beginning with the 2020–21 school year. They have also volunteered to participate in the NCPAT innovative pilot. Cherokee Central School representatives attended the test specification meetings, completed the surveys, and attended the update webinar. The school's participation will provide valuable input on design and implementation that meets the needs of all students.</p>	
<p><b><u>Feedback on satisfaction with system. Evidence that the SEA or consortium has solicited feedback on satisfaction with the system from the following groups</u></b></p> <p>(1) teachers;            (2) principals and other school leaders; and            (3) parents.</p>	<p><i>Friday Institute Meetings</i> (March 9, 2020, and June 22, 2020)</p> <ul style="list-style-type: none"> <li>• Planning sessions to discuss potential partnership and contractual work for 2020–21 cognitive labs, focus groups, and professional development needs.</li> </ul> <p>The NCDPI will consult with teachers; principals and other school leaders; and parents as the innovative assessment system is administered.</p>	<p>The NCDPI has a task order with The Friday Institute for Educational Innovation to create and design professional development, conduct focus groups, and conduct cognitive labs. The task order is effective October 1, 2020 through September 30, 2021.</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.*

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

Requirement	Description of Information, Summary, Process, Procedures, or Steps (be sure to describe each activity listed in the left-hand column. You may attach artifacts in lieu of providing a description.)
<p><b><u>Evidence that the SEA or consortium developed a valid, reliable, and comparable innovative assessment system.</u></b></p> <p>Report on the following information, summary, processes, procedures, or steps:</p> <p>(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</p> <p>(2) Descriptive information and empirical evidence that IADA item selection supports item specifications/blueprint</p> <p>(3) Procedures to develop IADA item pool to support test specifications/blueprint</p> <p>(4) Summary of IADA item specifications, by subject and grade</p>	<p>(1) The NCDPI uses the same standard process to recruit and solicit teachers/educators' input in the development of all statewide assessments. For the NCPAT specification meetings conducted in January 2019 (see Exhibit V.A-01 <i>Grade 4 Mathematics Test Specifications Agenda</i> and Exhibit V.A-02 <i>Grade 7 Reading Test Specifications Agenda</i>), a diverse group of expert teachers/educators recommended by district and charter school leaders participated in an in-person specification workshop. Participants recommended test specification for the NCPAT interims. The specification workshop agenda included an overview of the NCPAT assessment system design, an overview of the grade level content standards, a review of cognitive expectations, and a review of the psychometric specifications for the assessments.</p> <p>(2) N/A</p> <p>(3) Item development for all statewide assessments in North Carolina is on-going. The NCDPI in partnership with North Carolina State University/Technical Outreach for Public Schools (NCSU-TOPS) has a well-established professional development system to recruit and train qualified teachers from across the state to serve as item writers and reviewers.</p> <p>(4) N/A</p> <p>(5) Exhibit V.A-03 <i>Test Development Process: Item Development Process</i> (PDF pp. 446–451)</p> <p>(6) N/A</p> <p>(7) Exhibit V.A-03 <i>Test Development Process: Item Development Process, Steps 1–2</i> (PDF pp. 446–447), <i>Steps 4–5</i> (PDF p. 447), <i>Steps 14–15</i> (PDF pp. 449–450), <i>Step 18</i> (PDF p. 450)</p> <p>(8) N/A</p> <p>(9) N/A</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.)
(5) Instructions provided to develop and review IADA items	(10) Exhibit V.A-03 <i>Test Development Process</i> : Item Development Process, Steps 1–2 (PDF pp. 446–447), Steps 4–5 (PDF p. 447), Steps 7–8 (PDF p. 448) Steps 14–15 (PDF pp. 449–450), Step 18 (PDF p. 450)
(6) Procedures to ensure IADA items adhere to IADA item specifications/blueprint	(11) N/A (12) N/A
(7) Procedures to ensure content accuracy of IADA items	
(8) Procedures to ensure the technical adequacy of IADA items	
(9) Procedures to ensure IADA items elicit intended response processes	
(10) Steps taken to consider potential bias in IADA items	
(11) Procedures to ensure all major content domains or strands align to the IADA test specifications/blueprint	
(12) Process to reduce construct irrelevance	

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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).*

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

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

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
progress toward, and attaining, grade-level proficiency on such standards;		
<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> <ul style="list-style-type: none"> <li>(1) Objective nature of IADA items machine scoring,</li> <li>(2) Procedures to transform raw IADA scores to scale scores,</li> <li>(3) IADA equating process (overall and, if appropriate, by subtest),</li> <li>(4) Process to equate IADA scores across academic years,</li> <li>(5) IADA assessment form equivalence, by grade and subject,</li> <li>(6) Indication that test characteristic curve (TCC) or test information function (TIF) for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest),</li> <li>(7) Indication that conditional standard error of measurement (CSEMs) or standard error of measurement (SEMs) for all IADA tested grades and subjects is reasonable (overall and, if appropriate, by subtest),</li> </ul>	<p>N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>(8) Reliability estimates, including:</p> <ul style="list-style-type: none"> <li>a. Decision consistency and accuracy of student classifications (based on IADA cut scores)</li> <li>b. Correctly classified and incorrectly classified students</li> <li>c. Generalizability, along with the data source used</li> </ul> <p>(9) Procedures to ensure use of simple language and uniform format in IADA score reports,</p> <p>(10) Availability of and access to translations who require accommodations to interpret IADA scores/results,</p> <p>(11) Expectations from State for releasing individual student IADA reports to schools and districts, and</p> <p>(12) Expectations from State and district for delivering student IADA score reports to parents.</p> <p>Consistent with the SEA's or consortium's evaluation plan under 34 CFR 200.106(e), the SEA must plan to annually determine comparability during each year of its demonstration authority period in <b>one of the following ways</b>:</p> <p>(A) Administering full assessments from both the innovative and statewide assessment systems to all students enrolled in participating schools, such that at least once in any grade span (i.e., 3–5, 6–8, or 9–12) and subject for which there is an innovative assessment, a statewide assessment in the same subject would also be administered to all such students. As part of this determination, the innovative assessment and statewide</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>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> <p>(E) An alternative method for demonstrating comparability that an SEA can demonstrate will provide for an equally rigorous and statistically valid comparison</p>		

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>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>(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>Exhibit V.B-01 <i>NCSBE ACCT-021—Accountability Annual Performance Standards</i></p> <ul style="list-style-type: none"> <li>• Documents all eligible students shall participate in the statewide testing program at grades 3–8 and in high school courses in which an end-of-course (EOC) is administered (PDF p. 478, Section 1)</li> <li>• Documents all students identified as English Learners (ELs) shall</li> </ul>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
	<ul style="list-style-type: none"> <li>participate in the statewide testing program (PDF p. 479, Section D)</li> <li>• Documents all students with disabilities included in membership shall participate in the statewide testing program (PDF p. 479, Section E)</li> </ul> <p>North Carolina’s Test Development Process utilizes universal design for learning; all items developed for the NC Testing Program (including items for the NCPAT pilot) follow universal design principles.</p>	
(6) For purposes of the State accountability system consistent with section 1111(c)(4)(E) of the Act, annually measure in each participating school progress on the Academic Achievement indicator under section 1111(c)(4)(B) of the Act of at least 95 percent of all students, and 95 percent of students in each subgroup of students described in section 1111(c)(2) of the Act, who are required to take such assessments consistent with paragraph (b)(1)(ii) of this section;	N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)	
7) Generate an annual summative determination of achievement, using the annual data from the innovative assessment, for each student in a participating school in the demonstration authority that describes--	N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)	

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<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>(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>N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)</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>N/A for the 2019–20 school year (Students did not participate in NCPAT administrations in the 2019–20 school year.)</p>	

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Regulatory Requirement	Accomplishments in the Reporting Year (2019–20)	Explanation of Delays or Concerns, with a description of a plan to resolve the concern (if applicable)
<p>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</p> <p>(ii) Reporting on State and LEA report cards under section 1111(h) of the Act.</p>		

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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 (2019–20) to implement the innovative assessment system, including the administration of the innovative assessments.*

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

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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 (2019–20). For each training opportunity, report the number of individuals eligible to participate and the number of individuals who actually participated.*

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

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

- Professional Development. To develop a blended professional development program that will support teachers, coaches, principals and district leaders in implementing the Innovative Assessments, including why the assessments are important for instruction and student learning and how to use data in a systematic way to inform teaching and learning (This will include developing capacity in coaches and district leaders in supporting teachers, including strategies for implementation.)
- Strategies and Tools. To work in partnership with the NCDPI to create a multiyear implementation plan for delivering and supporting the professional learning and communication resources to support outreach to stakeholders
- Regional Supports. To share and review deliverables with the NCDPI Regional Case Managers to identify possible gaps or anticipated needs before the implementation with the pilot cohorts
- Program Evaluation. To develop a comprehensive evaluation plan to support the continuous improvement of professional development efforts and gather stakeholder feedback and data that will be used to guide development of the assessment system, professional development program, and other aspects of the project
- Reporting & Dissemination. To deliver timely, valid, actionable feedback to guide innovative assessment and professional development efforts and to inform internal and external stakeholders of the program's progress, anticipated challenges, and opportunities

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

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

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

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

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

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

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

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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 (2019–20). You may attach artifacts in lieu of providing a description.*

*In particular:*

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

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

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

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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 (2019–20), or any changes anticipated in the future.*

Not Applicable

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

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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.*

See Exhibit X-01: Assurances

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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 2019–20 school year.

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## IADA Annual Performance Report: North Carolina 2019–20

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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.

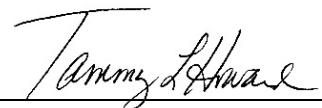
Name of Authorized Representative:

Tammy L. Howard

Title:

Director of Accountability  
Services

Signature:



Date (*month/day/year*):

September 30, 2020