



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION :: Howard N. Lee, *Chairman*

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DEPARTMENT OF PUBLIC INSTRUCTION :: Michael E. Ward, *State Superintendent*

October 6, 2003

MEMORANDUM

TO: LEA Superintendents

FROM: Robert H. Bellamy, Associate Superintendent
Accountability and Technology Services

Louis M. Fabrizio, Director
Accountability Services

SUBJECT: Alternative Schools and the ABCs

In September 2003, the State Board of Education (SBE) approved revisions to HSP-C-013, the policy that incorporated alternative and special schools into the ABCs. The revised policy is optional for the current 2003-04 school year, but will be mandatory for all alternative schools in 2004-05. A hardcopy of the updated policy is attached for your information, and the revised HSP-C-013 will be posted on the DPI web site in the coming weeks.

Several changes should be brought to your attention. The Board approved a prescribed menu of eight local options for alternative schools. From this menu, alternative schools are required to choose three different local options. However, they must choose at least one academic measure of student achievement either #4 Higher Expectations for Student Achievement (see page 2 of the attached policy), or #5, Student Progress and Proficiency (see page 3). This choice is optional for the current 2003-04 school year, but is mandated for 2004-05.

Another important change in the policy affects the timeline for local boards of education to approve the alternative schools' plans for local options. If alternative schools choose to follow the new policy, they must have their plans approved by their local boards before November 15. If they are not following the revised policy, their plans must be approved by December 15, 2003.

Questions related to alternative schools' accountability should be directed to Dr. Helmut Feifs, Accountability Services Division. He can be reached by phone (919) 807-3801, fax (919) 807-3772, or email at hfeifs@dpi.state.nc.us. Questions concerning alternative schools' policies or procedures should be directed to Carolyn Foxx in the School Improvement Division, phone (919) 807-3919, fax (919) 807-3917, or email at cfoxx@dpi.state.nc.us.

As always, we appreciate your continued cooperation.

ATS:24

RHB/LMF/HAF/bsb

c: LEA Testing/Accountability Coordinators
Regional Accountability Coordinators
Jane Young, Chief of Education, DJJDP

Thomasine Hardy, DHR
Marvin Pittman, Director, School Improvement
Carolyn Foxx, Consultant, Instructional Support/Safe Schools

Attachment

... **DIVISION OF ACCOUNTABILITY SERVICES**
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NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-013

Policy Title: Policy for incorporating alternative and special schools in the ABCs

Current Policy Date: 09/11/2003

Other Historical Information: Previous board dates: 04/02/1998, 06/03/1999, 05/04/2000, 10/05/2000, 9/13/2001

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

For the 1998-99 school year Alternative Schools, special schools, and special education schools will participate in the ABCs accountability following the same rules and procedures as 1997-98.

Starting with the 1999-2000 school year, Alternative Schools (those schools officially listed by NCDPI as Alternative Schools with LEA school code numbers) and "special schools" (any non-alternative schools with LEA school code numbers that have service relationships with others schools in the district) will participate in the ABCs accountability as follows:

Alternative Schools

The accountability model for Alternative Schools will be based on achievement and the degree of success that the school has in meeting certain objectives contained in its school improvement plan. The plan must contain elements listed below and the local superintendent and board of education must approve the plan. The plan must be approved before November 15 of the current school year.

I. Two Components Based on State Testing.

A. High School Only:

1. End of Course Test(s) Results; and
2. Change in Competency passing rate (from the end of 8th grade to the end of 10th grade).

B. Combination of High School and Lower Grades:

1. End of Course Test(s) results and End of Grade Test(s) results; and
2. Change in Competency passing rate (from the end of 8th grade to the end of 10th grade).

C. Grade 8 or Lower:

- 1.& 2. End of Grade Test(s) and End of Course Test(s) results (shall count twice).

II. The Performance Composite shall be reported when applicable.

III. Menu of Local Options

The local accountability options are numbered one through eight (1-8). An Alternative School will select three different local options, one of which must be number four (4) or number (5).

Menu of Local Options

1. Attendance

Goal: The attendance rate was _____ and will increase to _____

(Factors to consider when addressing this goal:

- Absences
- Unexcused absences
- Violation of LEA attendance policies)

2. Dropouts

Goal: The dropout rate was _____ and will decrease to _____

(Factors to consider when addressing this goal:

- Students who were counted as dropouts returning to school
- Students making successful transitions to traditional schools or other positive settings)

3. School Safety/Student Conduct

Goal: The percentage of students receiving discipline referral was _____ and will decrease to _____.

(Factors to consider when addressing this goal:

- Reportable criminal offenses
- Students receiving long and/or short term suspensions
- Acceptable inspection reports)

4. Higher Expectations for Student Achievement

Goal: The percentage of students making better grades and/or enrolled in higher level course(s) was _____ and will increase to _____.

(Factors to consider when addressing this goal:

- Students enrolled in higher level courses
- Students whose GPA for the year improved by at least one letter grade
- Students promoted at the end of the regular school year)

5. Student Progress and Proficiency

Goal: The percentage of students making measurable progress was _____ and will increase to _____.

(Factors to be considered when addressing this goal:

- Students moving up to the next EOG or EOC achievement level
- Students scoring at proficiency on EOGs and/or EOCs
- Students passing other required tests)

6. Parent Involvement

Goal: The percentage of parents actively involved now is _____ and will increase to _____.

(Factors to consider when addressing this goal:

- Parents participating in referral/placement decisions
- Parents participating during the exit/transition process
- Parents participating in student/school activities)

7. Community Involvement

Goal: The number of community members involved in the school is _____ and will increase to _____.

(Factors to consider when addressing this goal:

- Students completing community-based activities
- Students actively engaged with mentors and/or tutors
- Volunteer contact hours)

8. Customer Satisfaction

Goal: Percentage of students, parents and staff expressing satisfaction with the school was _____ and will increase to _____.

(Factors to consider when addressing this goal:

- Responses to an annual climate survey
- Parents and students expressing satisfaction
- Staff expressing satisfaction)

IV. Award and Recognition Criteria

- a. 5/5 — Analogous to High Growth
- b. 3/5 or 4/5 — Analogous to Expected Growth
- c. 2/5 — Analogous to No Recognition
- d. 1/5 or below — Analogous to Low Performing

V. Additional Reporting

Alternative Schools also must report the following to their local boards of education.

- a. Number and percentage of students referred to the Alternative School by each sending school (calculated by month)
- b. Demographic information of students referred to the Alternative School by each sending school (calculated by month)
- c. Number and percentage of students who return to their home school (calculated by month)

- d. Demographic information of students who return to their home school (calculated by month)
- e. Any other information that the local board of education deems necessary and pertinent to assess the success of students placed at risk.

Special Schools

Career Centers, Vocational Schools, and Hospital Schools

These schools will receive incentive awards based on the feeder patterns for the schools. The feeder pattern allows special schools that do not have sufficient data to be included in the ABCs to receive incentive awards based on the performance of students in the schools they serve. The awards for special schools will be based on the percentages of sending schools that receive awards. For example, a special school that serves six schools would receive 1/6 of its eligible amount for every sending school that makes expected or high growth. Special schools will not receive an ABCs status or recognition and be eligible for identification as low-performing schools.

Special Education Schools (Schools exclusively serving students with disabilities who are following the *North Carolina Standard Course of Study* and take state tests or who follow extensions of the *North Carolina Standard Course of Study* and take only alternate assessments)

These schools will receive incentive awards based on the feeder patterns for the schools and their performance composite will be based on state tests and alternate assessments. Special education schools will not receive an ABCs status or recognition or be eligible for identification as low-performing schools.