

North Carolina Alternative Schools' Accountability Model

Business Rules and Technical Notes 2018-19

The Alternative Schools' Accountability Model (ASAM) was developed to provide additional accountability information on eligible schools and to supplement the School Performance Grade (SPG) as defined by G.S. §115C-83.15. The ASAM is not a substitute for the Every Student Succeeds Act (ESSA) requirements. North Carolina State Board of Education (SBE) policy ACCT-038 establishes the eligibility criteria for participation and the options available for eligible schools to use. Schools identified by this model continue to be part of accountability reporting and are required to be included in assessment participation reporting. ACCT-038 was updated by the SBE at the August 2018 meeting.

Under the ESSA, all schools receive a SPG for identification of Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools. This SPG will be reported as required under ESSA for these schools but will not be included in School Report Cards.

Eligibility and Identification

A school must meet one of the following criteria to be eligible to use the ASAM:

- 1) The school is approved to be an alternative school by the North Carolina Department of Public Instruction (NCDPI) and identified by an NCDPI-assigned local education agency (LEA)/school code. (Students attending alternative programs or classes in facilities that do not have an LEA/school code shall be included in the students' base school's accountability results.)
- 2) Developmental Day Centers which are determined by the Department of Health and Human Services and are identified by the NCDPI Exceptional Children Division. *
- 3) A school providing special education services in a public separate setting to students with disabilities who are significantly cognitively delayed, have multiple handicapping conditions and may also have significant behavioral or sensory integration needs. *

*Schools identified in number 2 or 3 above must be reviewed and approved by the Exceptional Children Division and the Accountability Services Division to participate in the ASAM model.

Participation

Once a school is identified and approved to participate in the ASAM for the current school year, it may select from the following options:

Option A: The alternative school participates in SPGs as defined by G.S. §115C- 83.15 and ESSA, **or**

Option B: The alternative school participates in the Alternative Schools' Progress Model, **or**

Option C: The alternative school proposes its own alternative accountability model for approval by the SBE.

Developmental Day Centers and schools providing special education and related services may select from Options B or C. Requests for participation in one of the three options listed above must be submitted to the NCDPI annually. Local boards of education and charter boards must approve the options selected by the school(s) under their governance. All proposed models under Option C will be submitted to the SBE for review and approval at its October meeting.

Option Descriptions, Rules and Documentation

Option A: Alternative Schools can participate in SPGs as defined by G.S. §115C- 83.15 and ESSA.

Schools electing to use Option A are included in the SPGs as defined by G.S. §115C- 83.15 and ESSA. These schools have no additional data reporting or data collection requirements. All information is collected, analyzed, and reported in the same manner as all other non-alternative schools participating in SPGs. Results of alternative schools using Option A are included in the School Performance Grades reporting, accountability reporting, and participation rate reporting.

Option B: Alternative Schools can participate in the Alternative Schools' Progress Model (ASPM).

Schools electing to use Option B participate in the ASPM. The ASPM assigns a designation to the school based on a comparison of the school's overall score in the current year compared to the school's previous year's results. Schools using Option B are included in accountability reporting and participation rate reporting.

Components

Three major components, Student Persistence, School Achievement, and Growth make up the ASPM. These components are weighted and combined to generate the current year overall score.

Student Persistence (20%)

The Student Persistence component for the ASPM is defined as the percent of students enrolled in the school throughout the year, as identified in any official accountability data collection, and remain enrolled in any North Carolina public school through the end of the school year, as identified in the final official accountability data collection. Students who graduate from high school and are identified in the graduation data collection are included in the calculation. Schools are provided with a process to identify any student(s) not enrolled at the end of the year and to provide a reason why the student(s) should not count against the school. The maximum number of points available for Student Persistence is 100.

School Achievement (20%)

School Achievement includes the following indicators:

- 1) End-of-Grade (EOG) English Language Arts/Reading and Mathematics Assessments at Grades 3–8
- 2) EOG science assessments at Grades 5 and 8
- 3) End-of-Course (EOC) Assessments in Biology, NC Math 1, NC Math 3 and English II
- 4) ACT®
- 5) ACT WorkKeys
- 6) 4-Year cohort graduation rate
- 7) 5-Year cohort graduation rate
- 8) Math Course Rigor

To make the indicators used more reliable, three years (current year plus two previous) of school data is used. Schools using this model often have small numbers of students in a single year and may not have enough data to measure each indicator. The total number of scores meeting the standards is divided by the total number of scores available. This creates a 3-year composite with a maximum of 100 points available.

School Growth (60%)

The School Growth component for the ASPM is measured using the Education Value-Added Assessment System (EVAAS). EVAAS growth measures progress on EOG and EOC assessments data. Data specific to the schools using this option is submitted to EVAAS, and analysis is run and reported. EVAAS growth models generate an index value. The index value is converted to a designation and to a 100-point scale for school accountability. The alternative growth model uses the designations (Exceeds Expected Growth, Meets Expected Growth, or Does Not Meet Expected Growth) and 100-point scale included in School Performance Grade calculations. Only current year scores are used in the School Growth component.

Total Score (Current Year)

To generate the current year total score for schools using ASPM, the three components are combined using their assigned weight to generate a final score. In the event a school is missing one or more of the components, the weight of any remaining components is adjusted to maintain their relative weight to each other. For example, if a school

is missing the Student Persistence component, then School Growth would be 75% and School Achievement would be 25% in the model for that year. Additional examples of relative weighting are included in *Table 1* below.

Table 1: Examples of Relative Weighting in the ASPM

	Student Persistence (20%)	School Achievement (20%)	School Growth (60%)
School A	Missing Component	25% (20 out of remaining 80)	75% (60 out of remaining 80)
School B	25% (20 out of remaining 80)	Missing Component	75% (60 out of remaining 80)
School C	50% (20 out of remaining 40)	50% (20 out of remaining 40)	Missing Component

Designations

The ASPM assigns a designation of Progressing, Maintaining, or Declining to each participating school based on the amount of change of a school’s current overall score from the previous year. The designations are designed to provide information to schools on their progress based on the specific programs and unique makeup of their schools. It is not designed to make comparisons between schools to determine if one school performs better than another. Rather, the information provides the opportunity for schools to work with one another after identifying similarities in programing and success on the components in the model.

Designations are assigned by comparing the current year overall score with the previous year overall score for each school. Designations are made as follows:

- 1) **Progressing** – indicates a change in the overall score from the previous year by at least +3 points.
- 2) **Maintaining**¹ – indicates a change in the overall score from the previous year by -2.9 to +2.9 points.
- 3) **Declining** – indicates a change in the overall score from the previous year by at least -3 points.

Option C: The alternative school may propose its own alternative accountability model for approval by the SBE.

Schools electing to use Option C develop their own accountability model and submit a proposal to the NCDPI annually for recommendation to the State Board for approval at its October meeting. The model must contain at least one measure of achievement and one measure of growth. It may contain multiple measures of both and any other additional measures a school wishes to submit to show how it is evaluating its success in educating its students and the programs used. For accountability purposes, the school must create and submit a report on the results of its approved model for review by the State Board. Reports are due to the Accountability Services Division by mid-August of each year. The report is included as part of the overall accountability report for all schools submitted to the State Board each year and is publicly posted along with other accountability reporting.

Schools may elect to use their data to assign themselves a designation; however, that designation cannot mirror designations already used in accountability reporting, including the designations used in Option B (Progressing, Maintaining, Declining) or SPGs (A, B, C, D, or F). Schools using Option C are included in accountability reporting and participation rate reporting.

Reporting

A report of all schools participating in the ASAM is available on the [Accountability Services website](#). Data from accountability measures and participation rates for schools participating in the ASAM are available with all other North Carolina public schools. The SPG for Option A schools can be found in the NC School Report Card or with other SPG reporting. An Option B report is developed annually to provide information on the designation received through the ASPM. An Option C report is assembled annually with the reports submitted by each school based on their approved model.

¹ The 2014–15 school year was the baseline year for most schools using the ASAM; therefore, all schools using the ASPM were assigned the Maintaining designation based on their 2014–15 data.