

North Carolina Alternative Schools' Accountability Model

Business Rules and Technical Notes 2014–15

The Alternative Schools' Accountability Model (ASAM) was developed to provide accountability information on eligible schools in lieu of a School Performance Grade (G.S §115C-83.15). North Carolina State Board of Education (SBE) policy GCS-C-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 Annual Measureable Objective (AMO) reporting as required by federal law.

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) The charter school is approved to use the alternative accountability model. (Charter schools must be approved to use the model through the Office of Charter Schools, Accountability Services, and School Planning Divisions.)
- 3) Developmental Day Centers which are determined by the Department of Health and Human Services and are identified by the NCDPI Exceptional Children Division.*
- 4) 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 numbers 3 or 4 above must be reviewed and affirmed by the Exceptional Children and Accountability Services Divisions in order to participate in the ASAM model.

Participation

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

Option A: The alternative school participates in School Performance Grades as defined by G.S. §115C- 83.15 (schools in number 3 or 4 above may not select this option)

or

Option B: The alternative school returns data/results back to students' base schools and receive no designations (charter schools using the alternative model are excluded from this choice)

or

Option C: The alternative school participates in the Alternative Schools' Progress Model (ASPM)

or

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

Requests for participation in one of the four options listed above are due to the NCDPI by August 1st of each year. Local boards must approve the options selected by the school(s) under their governance. Requests to participate using Option D must be approved by the SBE at its October meeting.

Option Descriptions, Rules and Documentation

Option A: Schools may participate in School Performance Grades as defined by G.S. §115C- 83.15.

Schools electing to use Option A are included in the School Performance Grades as defined by G.S. §115C- 83.15. 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 “regular” schools participating in School Performance Grades (SPG). Results of alternative schools using Option A are included in the School Performance Grades reporting. Schools using Option A are included in Ready Accountability Reporting and AMOs.

Option B: Schools may return data/results back to students’ home schools and receive no designations.

Schools electing to use Option B have no accountability results reported for their schools. This includes all accountability indicators used for SPG, READY Accountability Reporting (including Cohort Graduation Rate), and AMOs. All data is returned to (and reported in) the school identified as the base school for each student. Data is distributed back to the base school(s), based on data provided from the LEA, that identifies which school should receive the data associated with each student. These schools receive no designations or status.

***Note:** Any data used in both accountability and Educator Effectiveness is assigned to educators for Educator Effectiveness based on the Roster Verification process. Data from schools using Option B is not transferred to the base school for Educator Effectiveness purposes and remains with the teachers/school identified through Roster Verification.*

Option C: Schools may participate in the Alternative Schools’ Progress Model (ASPM).

Schools electing to use Option C participate in the ASPM. The ASPM assigns a designation to the school based on the school’s improvement in the current year compared to the school’s previous year’s results. Schools using Option C are included in READY Accountability Reporting and AMOs.

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 total 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%)

The School Achievement component for the ASPM is made up of accountability indicators used in School Performance Grades and READY Accountability. 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, Math I and English II
- 4) The ACT
- 5) ACT WorkKeys
- 6) Math Course Rigor
- 7) 4-Year Cohort Graduation Rate
- 8) 5-Year Cohort Graduation Rate

The standards for these indicators are calculated the same as they are for School Performance Grades and READY Accountability. To review the standards please see the Business Rules for Calculating Results found on the [Accountability Services website](#).

In order 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 an alternative growth model developed in conjunction with EVAAS. EVAAS Growth measures progress on the 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 (School Performance Grades or Alternative Schools' Accountability Model). The alternative growth model uses the same designations (Exceeds Expected Growth, Meets Expected Growth, or Does Not Meet Expected Growth) and 100 point scale as the regular EVAAS growth model.

Total Score (Current Year)

In order to generate the current year total score for the school 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 the remaining components are 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.

Designations

The ASPM assigns schools a designation of Progressing, Maintaining, or Declining based on the amount of change a school has from the previous year. The designations are designed to provide information to schools on their progress based on the specific programs and unique make up 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 total score with the previous year total score for each school. Designations are made as follows:

- 1) **Progressing**—indicates a change of at least +3 points above the previous year
- 2) **Maintaining**—indicates a change between -2.9 and +2.9 points compared to the previous year
- 3) **Declining**—indicates a change of at least -3 points below the previous year

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

Schools using Option C continue to be part of accountability reporting and are required to be included in Annual Measureable Objective (AMO) reporting as required by federal law..

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

Schools electing to use Option D develop their own accountability system and submit a proposal to the State Board for approval. The system 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 in order 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 system for review by the State Board. Reports are due to the Accountability Services Division by August 15th 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 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 designations used in Option C.

Schools using Option D continue to be part of accountability reporting and are required to be included in Annual Measureable Objective (AMO) reporting as required by federal law.

Reporting

A report of all schools participating in the ASAM is available on the [Accountability Services website](#). Data from READY Accountability measures and AMOs for schools participating in Options A, C, or D 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. Option B schools do not report SPG, READY Accountability, or AMOs. An Option C report has been developed to provide information on the designation received through the ASPM. An Option D report contains the reports submitted by each school based on their approved model.