16 NCAC 06G .0314 is proposed for adoption as follows:

16 NCAC 06G .0314  ALTERNATIVE SCHOOLS’ ACCOUNTABILITY MODELS

(a) This rule establishes the North Carolina Department of Public Instruction’s (NCDPI) procedures for alternative schools’ participation in the State’s Alternative Schools’ Accountability Model and shall apply to all alternative schools, including charter schools approved to use the alternative accountability model, that have an NCDPI-assigned local education agency (LEA) school code. Accountability indicators and results for students who attend programs or classes in a facility that does not have an LEA school code shall be reported to and included in the students’ base school’s accountability results.

(b) At the beginning of each school year, local public school and charter school boards shall determine the option that each alternative school under their jurisdiction will follow for participation in the Alternative Schools’ Accountability Model. The local board’s participation decision shall be reported to the NCDPI’s Director of Accountability Services by August 1 of each school year.

(c) Local public school and charter school boards shall select from the following Alternative Schools’ Accountability options:

1. Option A. Alternative schools can participate in School Performance Grades as defined by G.S. §115C-83.15 or

2. Option B. Alternative schools can participate in the Alternative Schools’ Progress Model.
   (A) Schools electing to participate in the Alternative Schools’ Progress Model will be evaluated as follows, with Components used in the overall school score: (i) 20% Student Persistence, which is defined as the percent of alternative students who remain enrolled in any North Carolina; (ii) 20% School Achievement, which is comprised of: three years of data using the following indicators: End-of-Grade (EOG) English Language Arts/Reading and Mathematics Assessments at Grades 3–8; EOG Science Assessments at Grades 5 and 8; End-of-Course (EOC) Assessments in Biology, NC Math 1, NC Math 3, and English II; ACT®; ACT WorkKeys; 4-year graduation rate; 5-year graduation rate; and math course rigor; (iii) 60% Growth, which will be calculated using the Education Value-Added Assessment System (EVAAS).

   (B) A change rating will be assigned to schools comparing their previous year to the current year. All schools will receive a rating of: “Progressing,” which indicates a change in the school from the previous year by at least +3 points; “Maintaining,” which indicates a change in the school from the previous year by -2.9 to +2.9 points; or, “Declining,” which indicates a change in the school from the previous year by at least -3 points.

3. Option C. The alternative school may propose its own alternative accountability model for approval by the State Board of Education (SBE). The proposed model must include criteria for achievement and growth. A request for Option C must be submitted annually to the SBE for approval at its October meeting.
(d) Schools that are identified as Developmental Day Centers (as determined by the Department of Health and Human Services) and schools which are providing special education and related services in public separate settings to students with disabilities who are significantly cognitively delayed, have multiple handicapping conditions, and may also have significant behavioral or sensory integration needs shall participate in accountability by administering the appropriate assessment to all eligible students, and participating in either Option B or Option C as defined herein. To participate in this model, schools who meet the criteria in this section will be reviewed and approved by the Exceptional Children’s Division and the Accountability Services Division.

History Note: Authority G.S. 115C-12(24); 115C-105.35; G.S. 115C-83.15

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);