

NC State Board of Education Summary: August 2018

We have ranked this 5 on a scale of 1 to 5. This is our opinion of the importance of this for educators making decisions. Very important changes that align NC with ESSA requirements.

Committee: SLA-Student Learning and Achievement

SBE Minutes Summary:

" It is recommended that the revisions to ACCT-020, ACCT-021and ACCT-038 be approved so State Board policies are consistent with the state and federal accountability requirements." - PASSED

ACCT-020 includes a table with components of NC Accountability Model (expanded from previous/current version).

ACCT-021 includes required participation rates for EOC/EOG and rules about 8th grade students taking Math 1 EOC.

ACCT-038 refers to the accountability model for alternative schools.

Relevant Section of Statute:

ACCT-020: GS 115C-83-15, GS 115C-83.16, GS 115C-105.20, Every Student Succeeds Act of 2015 (P.L. 114-95) (see files below)

ACCT-021: GS 115C 105.35 Annual performance goals.

(a) The School-Based Management and Accountability Program shall (i) focus on student performance in the basics of reading, mathematics, and communications skills in elementary and middle schools, (ii) focus on student performance in courses required for graduation and on other measures required by the State Board in the high schools, and (iii) hold schools accountable for the educational growth of their students. To those ends, the State Board shall design and implement an accountability system that sets annual performance standards for each school in the State in order to measure the growth in performance of the students in each individual school.

(b) For purposes of this Article, the State Board shall include a "closing the achievement gap" component in its measurement of educational growth in student performance for each school. The "closing the achievement gap" component shall measure and compare the performance of each subgroup in a school's population to ensure that all subgroups as identified by the State Board are meeting State standards.

(c) Repealed by Session Laws 2015-241, s. 8A.4(a), effective July 1, 2015. (1995 (Reg. Sess., 1996), c. 716, s. 3; 2001-424, s. 28.30(a); 2003-284, s. 7.40(c); 2004-124, s. 7.12(a); 2015-241, ss. 8.25(d), 8A.4(a).)

ACCT-038: 115C-12 (24) Duty to Develop Standards for Alternative Learning Programs, Provide Technical Assistance on Implementation of Programs, and Evaluate Programs.

The State Board of Education shall adopt standards for assigning students to alternative learning programs. These standards shall include (i) a description of the programs and services that are recommended to be provided in alternative learning programs and (ii) a process for ensuring that an assignment is appropriate for the student and that the student's parents are involved in the decision. The State Board also shall adopt policies that define what constitutes an alternative school and an alternative learning program.

The State Board of Education shall also adopt standards to require that local school administrative units shall use (i) the teachers allocated for students assigned to alternative learning programs pursuant to the regular teacher allotment and (ii) the teachers allocated for students assigned to alternative learning programs only to serve the needs of these students.

The State Board of Education shall provide technical support to local school administrative units to assist them in developing and implementing plans and proposals for alternative learning programs.

The State Board shall evaluate the effectiveness of alternative learning programs and, in its discretion, of any other programs funded from the Alternative Schools/At-Risk Student allotment. Local school administrative units shall report to the State Board of Education on how funds in the Alternative Schools/At-Risk Student allotment are spent and shall otherwise cooperate with the State Board of Education in evaluating the alternative learning programs. As part of its evaluation of the effectiveness of these programs, the State Board shall, through the application of the accountability system developed under G.S. 115C-83.15 and G.S. 115C-105.35, measure the educational performance and growth of students placed in alternative schools and alternative programs. If appropriate, the Board may modify this system to adapt to the specific characteristics of these schools. Also as part of its evaluation, the State Board shall evaluate its standards adopted under this subdivision and make any necessary changes to those standards based on strategies that have been proven successful in improving student achievement and shall report to the Joint Legislative Education Oversight Committee by April 15, 2006 to determine if any changes are necessary to improve the implementation of successful alternative learning programs and alternative schools.

Relevant links and Documents:

ACCT-020:

https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115c/GS_115C-83.15.pdf

https://www.ncleg.net/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_115C.html

ACCT-021:

https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter_115C/GS_115C-105.35.pdf

ACCT-038:
https://www.ncleg.net/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-12.html.

[Policy ACCT 020 with markup](#)

[Policy ACCT 021 with markup](#)

[Policy ACCT 038 with markup](#)

[Relevant sections of statute](#)