



ALTERNATIVE SCHOOLS' MODIFIED ACCOUNTABILITY SYSTEM MANUAL

2024–25

North Carolina Department of Public Instruction
Office of Accountability and Testing

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The 2024–25 Alternative Schools’ Modified Accountability System Manual outlines the options for participation in the Alternative Schools’ Modified Accountability System. Content found in this manual includes: (1) reference policies, (2) eligibility and identification information, (3) an outline of the options available for eligible schools, (4) descriptions, and (5) rules for each option, reporting requirements, and timeline.

Purpose of the Alternative Schools’ Modified Accountability System

The Alternative Schools’ Modified Accountability System 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 Alternative Schools’ Modified Accountability System is not a substitute for the Every Student Succeeds Act (ESSA) requirements. North Carolina State Board of Education (SBE) policy ACCT-038 ([16 NCAC 06G .0314](#)) establishes the eligibility criteria for participation and the options available for use by eligible schools. Additionally, an August 1 submission date is established in [16 NCAC 06G .0314](#), and any school eligible for the Alternative Schools’ Modified Accountability System who does not submit an option by the due date will be assigned a School Performance Grade and will not be included in the modified accountability system. All schools identified by this system continue to be a part of accountability reporting and are required to be included in assessment participation reporting.

According to the *North Carolina ESSA State Plan*, all schools receive a School Performance Grade for the identification of Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools. For schools participating in the Alternative Schools’ Modified Accountability System under **Option B** or **Option C**, the School Performance Grade is reported as required under ESSA, but is not included in School Report Cards or School Performance Grade reporting.

Eligibility and Identification

A school must meet one of the following criteria to be eligible to use the Alternative Schools’ Modified Accountability System:

- The school is approved to be an alternative school by the North Carolina Department of Public Instruction (NCDPI) and is identified by an assigned public school unit school code. Note: Students attending alternative programs or classes in facilities that do not have an assigned public school unit school code shall be included in the accountability results of the students’ base school.
- The school is providing education services in a separate public setting as defined in 16 ncac 06g.0314.
 - a. The school is a Developmental Day Center determined by the Department of Health and Human Services and is identified by the NCDPI Office of Exceptional Children.
 - b. The school is providing special education services in a separate public setting to students with disabilities who are significantly cognitively delayed, have multiple handicapping conditions, and may also have significant behavioral or sensory integration needs.

Note: Schools in a. and b above must be reviewed and approved by the NCDPI’s Office of Exceptional Children and the Office of Accountability and Testing to participate in the Alternative Schools’ Modified Accountability System.

Options for Participation

Once a school is identified and approved to participate in the Alternative Schools’ Modified Accountability System for the current school year, one of the following options must be selected:

Option A—The alternative school participates in School Performance Grades (SPG) as defined by G.S. [§115C-83.15](#) and ESSA.

Option B—The alternative school participates in **Option B** as defined in [16 NCAC 06G .0314](#) of the administrative code.

Option C—The alternative school proposes its own alternative accountability system for approval by the SBE.

Developmental Day Centers and schools providing special education and related services, as defined in the **Eligibility and Identification** section above, may select either **Option B** or **Option C**.

Local boards of education and charter school boards must approve the option that each identified school under their governance follows for participation in the Alternative Schools’ Modified Accountability System. This decision must be reported annually to the NCDPI Office of Accountability and Testing. All proposed options under **Option C** are submitted to the SBE for review and approval at its October meeting.

In addition to selecting the option for participation, insufficient data option determinations must be approved by the local board of education and charter school boards for each school under their jurisdiction.

For all schools participating in the Alternative Schools’ Modified Accountability System, one of the following options must be selected for the calculation of a School Performance Grade in the event the school does not have sufficient data to determine a School Performance Grade for the current year:

- **Return Scores**—All data is returned to the base (sending) schools within the local education agency (LEA). The alternative school, or other eligible schools, are given the letter grade of the school where the highest percentage of students are sent back.²
- **Three Years of Data**—Use three years of data to calculate the letter grade for the school.

² The **Return Scores** option does not apply to charter schools; therefore, charters participating in the modified system must select the **Three Years of Data** option by default.

This decision must be reported annually to the NCDPI Office of Accountability and Testing. All alternative and other eligible schools, as defined above, must have an insufficient data option determination, even if there is the possibility the school will have sufficient data.

Option Descriptions, Rules, and Documentation

Option A: Participation in School Performance Grades

Schools electing to use **Option A** are included in the School Performance Grades, 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 School Performance Grades. Results of alternative schools using **Option A** are included in the School Performance Grades reporting, accountability reporting, and participation rate reporting.

Option B: Participation in Option B

Schools electing to use **Option B** participate as defined in [16 NCAC 06G .0314](#). This system assigns a designation to the school based on a comparison of the overall score in the current year compared to the school's results from the previous year. Schools using **Option B** are included in accountability reporting and participation rate reporting.

Components

The Components used in the overall score shall be comprised of *Student Persistence*, *School Achievement*, and *School Growth*. These components are weighted and combined to generate the current year overall score.

Student Persistence (20%)

The Student Persistence component for the system is defined as the percent of students enrolled in the school throughout the year, as identified in any official accountability data collection, and who 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 receive a high school diploma or certificate 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 are required to provide a reason why the student(s) should not count against the school. The maximum number of points for Student Persistence is 100.

School Achievement (20%)

The School Achievement calculation includes the following indicators:

- 1) End-of-Grade (EOG) Reading and Mathematics Tests at grades 3–8
- 2) EOG Science Tests at grades 5 and 8
- 3) End-of-Course (EOC) Tests 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 these indicators more reliable, three years (current year plus two previous) of school data is used. Schools using this system 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 three-year composite with a maximum of 100 points available.

School Growth (60%)

The School Growth component for the system is measured using the Education Value-Added Assessment System (EVAAS). EVAAS growth measures progress on EOG and EOC test data. Data specific to the schools using this option are submitted to EVAAS, and analysis is run and reported. The EVAAS growth system generates an index value, which is converted to a designation and to a 100-point value scale score for school accountability. The growth system uses the same designations (Exceeds Expected Growth, Meets Expected Growth, or Does Not Meet Expected Growth) and 100-point scale which is also included in the 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 participating in the Alternative Schools’ Modified Accountability System, the three components are combined using their assigned weight. In the event a school is missing one or more of the components, the weight of any remaining component(s) 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 account for 75% of the calculation, and School Achievement would account for the remaining 25% in the system for that given year. Examples of relative weighting are included in table 1.

TABLE 1. Examples of relative weighting in system for **Option B**

Example school	Student persistence	School achievement	School growth
School A	20%	20%	60%
School B	Missing Component	25% (20 out of remaining 80)	75% (60 out of remaining 80)
School C	50% (20 out of remaining 40)	50% (20 out of remaining 40)	Missing Component
School D	25% (20 out of remaining 80)	Missing Component	75% (60 out of remaining 80)

Designations

The system 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 of

specific programs and unique makeup of their schools. The designations are 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 identify similarities in programing and share successes on the components in the system.

The following designations are assigned to each participating school by comparing the current year overall score with the previous year overall score:

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

Option C: Proposal of Modifications to the Accountability System

Alternative schools electing to participate in **Option C** must propose modifications to the accountability system annually, no later than August 1. **Option C** proposals are submitted to the SBE for approval at the October meeting. The SBE approves the proposed modifications to the system if a preponderance of the evidence proves that the modifications comprise valid and reliable measures of the achievement and growth of the school's students.

For accountability purposes, the school must create and submit a report on the results of its approved modifications for review by the State Board. Reports are due to the NCDPI Office of Accountability and Testing by mid-August 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. When schools submit **Option C** modifications, the Office of Accountability and Testing reviews the proposed modifications to determine if they provide reliable measures of achievement and growth of schools' students. At the conclusion of the review, if it is determined that more information is needed before the proposal can be submitted to the SBE for approval, the Office of Accountability and Testing schedules a meeting with the submitting representatives for additional discussion.

Schools may elect to use the data from the proposed modifications to assign a designation. However, that designation cannot mirror designations already used in accountability reporting, including the designations used in **Option B** (Progressing, Maintaining, Declining) or School Performance Grades (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 Alternative Schools' Modified Accountability System is available on the NCDPI Office of Accountability and Testing's website. Data from accountability measures and participation rates for schools participating in the system are available with the other North Carolina public schools' data. The SPG School Performance Grades for **Option A** schools can be found in the NC School Report Card or with other SPG School Performance Grades' reporting. An **Option B** report is developed annually to provide

information on the designation received through the system. An **Option C** report is assembled annually with the reports submitted by each school based on their approved modified system.

Timeline

Table 2 provides a timeline of key tasks, action items, and processes for schools participating in the Alternative Schools’ Modified Accountability System during the 2023–24 school year.

TABLE 2. Timeline of events for schools participating in the Alternative Schools’ Modified Accountability System

Month	Key tasks, action items, and processes
April 2024	Alternative Schools’ Modified Accountability System Options memo for the 2024–25 school year is delivered to superintendents and charter school directors.
August 2024	2024–25 Alternative Schools’ Modified Accountability System Participation form is due to the NCDPI Office of Accountability and Testing by August 1, 2024. - Include the Option A, Option B, or Option C selection and the insufficient data option selection for all eligible schools. Option C schools must submit the proposed modifications to the accountability system. - Due to the date requirement in 16 NCAC 06G .0314, failure to submit an option by August 1, results in the school being assigned a School Performance Grade (A–F) for reporting and accountability purposes.
September 2024	2024–25 Alternative Schools’ Modified Accountability System selections and Option C proposed modifications are submitted to the State Board of Education for discussion.
October 2024	State Board of Education approval of Option C participation requests for 2024–25 Approval letter is sent to select superintendents and charter school directors.
November 2024 through First Day Spring (FDS) collection date	- Review data collections (20D, DEC, FDF, MAR, APR, FDS) - Student Persistence collection - for all Option B schools and select Option C schools using the indicator - PEREXIT and PERAUDIT files
After FDS collection date through July 2025	Option B auditing (must be completed by July 7, 2025) - Check results using Alternative School System Status (ASMSTAT) and Alternative School System Achievement (ASMACH) files. Alternative School Data Return Process window is July 9, 2025–July 14, 2025. - Schools needing to complete this process will be notified by July 9, 2025.
August 2025	Data corrections

	• Option C reports for the 2024–25 accountability year are due to the NCDPI Office of Accountability and Testing no later than August 14, 2025. Reports are emailed to Ozella Wiggins at ozella.wiggins@dpi.nc.gov
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Appendix A—Alternative Schools’ Modified Accountability System Business Rules

General Business Rules

- ASAM 1.0 Schools identified by this system continue to be part of accountability reporting and are required to be included in assessment participation reporting.
- ASAM 1.1.a Under the ESSA, all schools receive a School Performance Grade for identification of Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools.
- ASAM 1.1.b The School Performance Grade for schools participating in the Alternative Schools’ Modified Accountability System will be reported under the ESSA, but will not be included in School Report Cards.
- ASAM 1.2.a A school must meet one of three criteria¹ to be eligible to use the Alternative Schools’ Modified Accountability System.
- ASAM 1.2.b Students attending alternative programs or classes in facilities that do not have a six-digit school code shall be included in the accountability results of the students’ base school.
- ASAM 1.3 Once identified and approved to participate in the Alternative Schools’ Modified Accountability System, a school may select from one of three options.² Requests for participation must be submitted annually to the NCDPI Office of Accountability and Testing. All proposed systems under **Option C** must be submitted to the State Board of Education for review and approval at its October meeting.

Rules for Option A Participants

- ASAM 2.0 Schools using **Option A** are included in the School Performance Grades (SPG) and 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.
- ASAM 2.1 Results are included in the SPG reporting, accountability reporting, and participation rate reporting.

Rules for Option B Participants

¹ Eligibility criteria is outlined under the “Eligibility and Identification” section of the Alternative Schools’ Modified Accountability System Manual.

² Eligibility criteria is outlined under the “Eligibility and Identification” section of the Alternative Schools’ Modified Accountability System Manual

- ASAM 3.0 Schools using **Option B** participate in the system, which is made up of three components: Student Persistence, School Achievement, and Growth. Components are weighted and combined to generate a current year overall score.
- ASAM 3.1.a The Student Persistence³ component is weighted at 20% of the system and has a maximum of 100 points available.
- ASAM 3.1.b Students who graduate from high school and are identified in the graduation data collection are included in the calculation.
- ASAM 3.2.a The School Achievement component is weighted at 20% of the system and has a maximum of 100 points available.
- ASAM 3.2.b School Achievement includes the following indicators: (1) End-of-Grade Reading and Mathematics at grades 3–8; (2) End-of-Grade Science at grades 5 and 8; (3) End-of-Course in Biology, NC Math 1, NC Math 3, and English II; (4) ACT; (5) ACT WorkKeys; (6) Four-Year Cohort Graduation Rate; (7) Five-Year Cohort Graduation Rate; and (8) Math Course Rigor.
- ASAM 3.2.c School Achievement is calculated using three years of school data to include the current year plus two previous years. The total number of scores meeting the standards is divided by the total number of scores available.
- ASAM 3.3.a The School Growth component is weighted at 60% of the system and has a maximum of 100 points available.
- ASAM 3.3.b School Growth is measured using EVAAS, a statistical tool developed by SAS Inc. Data specific to the schools using this option is submitted to EVAAS, an analysis is run and reported, and the growth system generates an index value which is converted to a 100-point scale for school accountability.
- ASAM 3.3.c Only current-year scores are used in the School Growth component.
- ASAM 3.4.a The current-year total score is generated by combining the three components using their assigned weight.
- ASAM 3.4.b When generating the current-year total score, if 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.
- ASAM 3.4.c A designation⁴ of Progressing, Maintaining, or Declining is assigned to each participating school based on the amount of change between a school’s current year overall score and the previous year’s overall score.
- ASAM 3.5 Results are included in accountability reporting and participation rate reporting.

Rules for Option C Participants

³ Student Persistence is defined under the “Option Descriptions, Rules and Documentation” section of the Alternative Schools’ Modified Accountability System Manual.

⁴ Option B designations are outlined under the “Option Descriptions, Rules, and Documentation” section of the Alternative Schools’ Modified Accountability System Manual.

- ASAM 4.0.a Schools using **Option C** shall propose their own modifications to the accountability system. The accountability system modifications must be comprised of measures of the achievement and growth of the school’s students, where a preponderance of evidence proves that the modifications are valid and reliable measures.
- ASAM 4.0.b **Option C** schools *may* assign themselves a designation. However, that designation cannot mirror designations already used in accountability reporting, including **Option B** designations (Progressing, Maintaining, Declining) or School Performance Grades (A–F letter grades).
- ASAM 4.1.a **Option C** schools must create and submit a report on the results of its approved modified system for review by the SBE. The report on results must be submitted annually to the NCDPI Office of Accountability and Testing by mid-August.
- ASAM 4.1.b The report must contain the results of the measures used, data collection processes and procedures, any business rules applied to the data prior to analysis, and if applicable, the designation of the school. Results shared must follow small-cell data suppression rules for student privacy.
- ASAM 4.2 Results are included in accountability reporting and participation rate reporting.

Appendix B—Alternative Accountability System Persistence Collection

This process is used for the purpose of collecting the Student Persistence portion of **Option B** and for schools using the indicator within their proposed system under **Option C**. The file required by this collection must be submitted by **July 7, 2025**.

Student Persistence is defined as the percent of students attending alternative schools who remain enrolled in any North Carolina public school through the end of the school year.

Student Persistence Data Collection

The PEREXIT###_PREPOP.TXT file is a prepopulated file generated daily using the most current enrollment data from PowerSchool. Public school units should select the appropriate day to download and use the file as the initial version of the PEREXIT###.TXT file.

- 1) Download the prepopulated PEREXIT###_PREPOP.TXT file(s) located in the 2025→COLLECTEOY from the Accountability secure server to C:\ACCDATA\2025\EOY on the local computer.
- 2) Rename PEREXIT###_PREPOP.TXT file(s) to PEREXIT###.TXT.
- 3) Open the PEREXIT###.TXT using Excel to view the students of concern (those with a "?") and enter the appropriate exit code. See the exit code reference list provided below.
- 4) Save the file as a text file and upload it back to the 2025→COLLECTEOY directory on the secure shell (SSH) for processing. Then go to the 2025 status viewer to check the status of the file at 2025-EOY-PEREXIT.

Notes

- Public school units must maintain evidence and documentation for the exit code used.
- The "comment" column is for local use.
- The PERAUDIT files are available on the SSH server in the **2025_COLLECTED→EOY** directory.
- The PERAUDIT###.TXT file will be updated within ten to fifteen minutes after the PEREXIT###.TXT file is uploaded to the server. The file formats for the PEREXIT and PERAUDIT files are found in [Appendix D](#) of this guide.

Exit Codes for Removal from Student Persistence

- 3 = Relocated to another high school outside the state of North Carolina, including any U.S. Department of Defense School
- 6 = Death
- 8 = Visiting student
- A = Transferred to a private high school within the state, including NC School of Science and Math and NC School of the Arts
- B = Transferred to home school within the state
- C = Transferred to a community college within the state (must be enrolled in an Adult High School Diploma Program)
- E = Documented transfer within district not indicated by PowerSchool enrollment data
- F = Documented to be in a juvenile detention facility or prison

G = Documented transfer within the state not indicated by PowerSchool enrollment data
(includes schools under the Department of Health and Human Resources [DHHS])

H = Relocated outside of United States

J = Transferred to an educational program from which the student is expected to receive a regular high school diploma.

In the case of an educational program, the student would be considered a transfer if the program provides, and the student enrolls in, the part of the program from which the student is expected to receive a regular high school diploma. If the documentation does not indicate enrollment in the part of the program from which the student is expected to receive a regular high school diploma, the student cannot be removed. General equivalency diploma programs do not qualify for a student to have an exit code.

APPENDIX C—Alternative School Data Return Process

The Alternative School Data Return (ASDR) process is used for district schools opting to return all scores to another school within the district, if the alternative or special education school does not have enough data to calculate a SPG.

Alternative School Insufficient Data Options Under the Every Student Succeeds Act (ESSA)

For district schools participating in the Alternative Schools’ Modified Accountability System, one of the following two options must be selected for the calculation of a SPG in the event the school does not have sufficient data to determine a SPG for the current year:

- **Return Scores**—All data are returned back to the base (sending) schools within the district. The alternative school, or other eligible schools, are given the letter grade of the school where the highest percentage of students are sent back (this option does not apply to charter schools).
- **Three Years**—Use three years of data to calculate the letter grade for the school.

Insufficient data option determinations are approved by the local board for each school under their jurisdiction and then reported to the NCDPI Office of Accountability and Testing in August. The ASDR process must be completed for schools selecting the **Return Scores*** option if it is determined the school does not have sufficient data to calculate a SPG.

** Alternative charter schools are not eligible to return scores when there are insufficient data; therefore, the three years of data option is used.*

Alternative School Data Return Process

Test coordinators will be informed of the need for ASDR submission by **July 9, 2025**. The ASDR file must be submitted the NCDPI Office of Accountability and Testing no later than **July 14, 2025**.

The ASDR###_PREPOP.TXT file is generated daily (using the most current assessment data) for all schools who may need to utilize this option. Select the **appropriate day** to copy it down and use the file as the initial version of the ASDR###.TXT file. The NCDPI Office of Accountability and Testing suggests waiting until all assessments and accountability data for the school have had a chance to process in all audit files before pulling down the PREPOP file for the first time.

It is important to note that if any student data are attributed to the school after the ASDR###_PREPOP.TXT file is downloaded, the test coordinator must ensure any additional student records are added to the final ASDR###.TXT file before submission. If students enroll after FDS, test coordinators must add these students to the ASDR file.

After the ASDR###.TXT file is uploaded, test coordinators verify that all students are attributed to other schools by looking at the reporting summary file (REPSUM), filtering for the alternative school code, and checking for values in the “den” field. If data are being used for a calculation, the test coordinator can look at the appropriate student level audit files (ex. PCAUDIT,

ACTAUDIT, ELPAUDIT, etc.) and filter to where count_row='Y' and den='Y' to identify students who need to be added to the ASDR file. The regional accountability office should be contacted for assistance with this process.

File Format

- Tab delimited. Each value is separated by exactly one-tab character.
- Microsoft Excel lists the file type as “Text (Tab delimited) (*.txt).”
- The first line or row must be the column header row, with each cell containing its column name.
- All columns below are required, and no additional columns are allowed.

See table 3 for a description of each column heading.

TABLE 3. Column descriptions

Column name	Column description
alt_school_code	The official six-character alternative school or special education school code under which the student’s data was submitted
student_id	The student’s PowerSchool ID number
last_name	The student’s legal surname (optional)
first_name	The student’s legal first name (optional)
asdr_school	The official six-character school code of the school to receive the data within the district

Process

Use the following steps to complete the ASDR process:

- 1) Download the prepopulated ASDR###_PREPOP.TXT file located on the SSH at 2025>COLLECTEOY to C:\ACCDATA\2025\EOY on the local computer.
- 2) Rename the ASDR###_PREPOP.TXT file to ASDR###.TXT.
- 3) Open the ASDR###.TXT using excel and enter asdr_school for students whose data or results will be returned. Add any additional records for students found in any accountability audit and ensure information is completed in every column.
- 4) Save the file as a text file and upload it to the 2025>COLLECTEOY directory on the SSH for processing.
- 5) The file can be checked on the status viewer at 2025-EOY-ASDR.

Helpful Hints

After uploading the ASDR file to the SSH, check the following audit files to ensure that every student in the alternative school has an ASDR school code entered. The “asdr_school” column is located at the end of each audit file. Additionally, the count_row for those students should contain either an ‘N’ or blank after uploading the ASDR file.

- 1) CGRAUDIT
- 2) ACTAUDIT
- 3) WKAUDIT

- 4) MCRAUDIT
- 5) PCAUDIT
- 6) ELPAUDIT
- 7) AWAAUDIT

Notes

- No student should show in the denominator for the alternative school. All results and data **must** be moved back to the receiving school(s) within the district.
- Review audit files to confirm that students' results and data are moved to the receiving school(s) within the district.
- New students may need to be manually added if enrolled after the FDS collection.

APPENDIX D—Alternative Accountability System File Layouts

Tables four through seven contain the file layouts for the Student Persistence Collection and system results.

TABLE 4. 2024–25 PEREXIT file layout

Column name	Column description
school_code	School code (six alphanumeric characters)
student_id	Student ID (ten digits, zero padded)
last_name	Last name
first_name	First name
exit_code	Exit code
comment	Local use

TABLE 5. 2024–25 PREAUDIT file layout

Column name	Column description
reporting_year	YYYY (i.e., 2025 for the 2024–25 school year)
collection_code	One- to four-character text collection code (e.g., 20d, fdf, mar)
lea_code	Public school unit code (the three- or six-digit alphanumeric characters used for the PSU)
school_code	School code (six-digit alphanumeric characters for the school, may be the same as the lea_code)
student_id	Student ID (ten digits, zero padded)
last_name	Last name
first_name	First name
school_20D	School code where student is enrolled for 20D collection
school_oct	School code where student is enrolled for OCT collection
school_dec	School code where student is enrolled for DEC collection
school_fdf	School code where student is enrolled for FDF collection
school_feb	School code where student is enrolled for FEB collection
school_mar	School code where student is enrolled for MAR collection
school_apr	School code where student is enrolled for APR collection
school_fds	School code where student is enrolled for FDS collection
school_grad	School code of diploma or certificate, if graduated
pers_exit_code	Student Persistence exit code from PEREXIT collection
pers_exempt	Exempt from calculation by exit code (Y/N/Null)
pers_den	Student Persistence denominator (Y/Null)
pers_num	Student Persistence numerator (Y/N/Null)

TABLE 6. 2024–25 ASMSTAT file layout

Column name	Column description
reporting_year	YYYY (i.e., 2024 for the 2023–24 school year)
collection_code	One-to-four character text collection code (e.g., 20D, FDF, MAR)
lea_code	Public school unit code (the three- or six-digit alphanumeric characters used for the PSU)
school_code	School code (six-digit alphanumeric characters for the school, may be the same as the lea_code)
name	Name of school
asm_option	Alternative Schools System Option (A, B, C, Null)
per_num	Student Persistence numerator
per_den	Student Persistence denominator
per_pct	Student Persistence percent
ach_num	Student Achievement numerator
ach_den	Student Achievement denominator
ach_pct	Student Achievement percent
eg_status	EVAAS Growth status (NotMet, Met, Exceeds, Null=N/A)
eg_index	EVAAS Growth numerical value (nearest 100th)
eg_pct	EVAAS Growth percent value 50–100 (nearest 10th)
asm_pct	Overall school score for current year
asm_pct_pre	Overall school score for previous year
change_pct	Change in overall score from previous to current year
asm_rating	Change Rating (P=Progressing, M=Maintaining, D=Declining, I=Insuf Data, N/A)

TABLE 7. 2024–25 ASMACH file layout

Column name	Column description
reporting_year	YYYY (i.e., 2024 for the 2023–24 school year)
collection_code	One- to-four character text collection code (e.g., 20D, FDF, MAR)
lea_code	Public school unit code (the three or six-digit alphanumeric characters used for the PSU)
school_code	School code (six-digit alphanumeric characters for the school, may be the same as the lea_code)
subject	Subject Code (M1, M3, BI, E2, MA, RD, SC, ACT, WK, CGRS, CGRE, MCR, ALL)
year1_den	Year 1 denominator
year1_num	Year 1 numerator
year2_den	Year 2 denominator
year2_num	Year 2 numerator
year3_den	Year 3 denominator
year3_num	Year 3 numerator
den	Denominator (across all three years)
num	Numerator (across all three years)
pct	Percent (across all three years)

APPENDIX E—Option C Reporting Resources

Per the **Option C** Approval Letter:

“At the conclusion of the YYYY–YY accountability year, a detailed report must be submitted to the North Carolina Department of Public Instruction’s Office of Accountability and Testing. A report for each school must contain the results of the measures used, data collection processes and procedures, any business rules applied to the data prior to analysis and, if applicable, the designation of the school. The report must not contain data that may identify students. The report will be presented to the SBE for review and approval. Reports will also be posted on the Office of Accountability and Testing website as part of the annual accountability reporting.”

(Alternative Schools’ Modified Accountability System **Option C** Approval For 2024–25 letter)

Table eight provides a checklist to reference when compiling the **Option C** report, which is due at the end of the accountability year. Before submitting the report to the NCDPI Office of Accountability and Testing, test coordinators should use this checklist to confirm its completion.

TABLE 8. Checklist for **Option C** report

Requirements	Completed
✓ Report includes the results of the measures outlined in the SBE approved proposal.	
✓ Report includes the data collection processes and procedures.	
✓ Report includes any business rules applied to the data prior to analysis.	
✓ If applicable, the designation of school(s) is included in the report.	
✓ Report does not include any data that may identify students and applies the small cell suppression rules appropriately.	
Other Suggested Editing and Revision Practices	Completed
✓ The report was edited for grammatical and spelling errors.	
✓ The report was verified for accurate information. ○ For example, the school code is correct; numbers are processed correctly.	
✓ The mathematical calculations are valid and make sense.	
✓ Any numerical values presented in the report follow student privacy laws and cannot be used to identify individual students.	
✓ If school(s) receive a designation under the proposed system, the designation name(s) in the report do not mirror those already used in the state’s accountability system according to business rules. ○ Option B: Maintaining, Progressing, Declining ○ School Performance Grades (letter grades A–F)	
✓ If using the Student Persistence indicator, the report shows the value as calculated following the NCDPI Office of Accountability and Testing’s data processes for collection and calculation of Student Persistence.	

○ Note: A school may not use the Student Persistence term for an indicator unless following the NCDPI Office of Accountability and Testing’s data collection processes and reporting the calculated value determined by the NCDPI Office of Accountability and Testing.	
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