

# 1.0 Percent Justification Form 2023–24 Training

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# **1.0 Percent Justification Form 2023–24**

# Section 1: Contact Information

## 1.0 Percent Participation Justification Form 2023–24

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The *Every Student Succeeds Act (ESSA)* requires each public school unit to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., reading, mathematics, and/or science) utilizing the NCEXTEND1 alternate assessment. Justifications forms from each public school unit will be reviewed by the North Carolina Department of Public Instruction (NCDPI) and follow up actions will be determined based on the information provided in this form. Staff from the exceptional children and accountability and testing departments in each public school unit should collaborate to provide the requested information on this form. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 4). After these forms are received from each public school unit, this justification form will be publicly available. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

### Section 1: Contact Information

Enter contact information for the primary public school unit staff member responsible for overseeing the completion of the justification form.

**3-Digit Public School Unit Code:** Click or tap here to enter text.

**Contact Name:** Click or tap here to enter text.

**Contact Phone No.:** Click or tap here to enter text.

**Public School Unit Name:** Click or tap here to enter text.

**Contact Title:** Click or tap here to enter text.

**Contact E-Mail:** Click or tap here to enter text.

## Section 2: Analyzing Contributing Factors

### Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment [eligibility criteria](#) and the [North Carolina Alternate Assessment Decision Making Flow Chart](#) to make alternate assessment participation decisions?

☐ Yes

☐ No

Describe how exceptional children case managers have been informed **and** trained on the *Alternate Assessment Eligibility Worksheet and Assurance document* included in [the Every](#) Child Accountability and Tracking System (ECATS).

[Click or tap here to enter text.](#)

Does the public school unit have any student(s) participating in the alternate assessment with the primary eligibility areas of: Specific Learning Disability, Orthopedic Impairment, or Speech Language Impairment?

☐ Yes

☐ No

If yes, explain the criteria the IEP team used to determine how the students met the criteria for participation in the alternate assessment.

[Click or tap here to enter text.](#)

## Section 2: Analyzing Contributing Factors

Does the public school unit provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☐ No

If yes, explain your answer below:

[Click or tap here to enter text.](#)

Does the public school unit have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☐ Yes

☐ No

If yes, explain your answer below:

[Click or tap here to enter text.](#)

## Section 3: Assurances

### Section 3: Assurances

What data sources are used to determine eligibility for students participating on the *Extended Content Standards* that align with the alternate assessment?

Provide your response below:

[Click or tap here to enter text.](#)

Describe the public school unit's process for transitioning a student's instruction from the North Carolina *Standard Course of Study* to the *Extended Content Standards* or from the *Extended Content Standards* to the North Carolina *Standard Course of Study*.

Provide your response below:

[Click or tap here to enter text.](#)

Describe the public school unit's annual process for ensuring instruction and assessment on the *Extended Content Standards* is the most appropriate based on the individual needs of the student.

Provide your response below:

[Click or tap here to enter text.](#)

## Section 3: Assurances

In the public school unit, how are parents or guardians directly informed annually about the implications of the *Extended Content Standards* in relation to not earning a high school diploma?

Provide your response below:

[Click or tap here to enter text.](#)

Describe the process for auditing Exceptional Children IEP records for students instructed on the *Extended Content Standards* and participating in the alternate assessment.

Provide your response below:

[Click or tap here to enter text.](#)

## Section 3: Assurances

After completing the Disproportionality Excel document, answer the following guiding questions.

1. In reviewing the data, what subgroups in your public school unit have the largest discrepancy between participants on the general assessment and the alternate assessment?

[Click or tap here to enter text.](#)

2. When looking at subgroup discrepancies, what hypotheses can be formed?

[Click or tap here to enter text.](#)

3. What problem-solving actions will the public school unit take to address the identified hypotheses?

[Click or tap here to enter text.](#)

# Disproportionality Worksheet for Public School Units



## 2022–23 Data Reading Grades 3–8 (Combined)

	Male Subgroup Percentage	Female Subgroup Percentage	Economically Disadvantaged Subgroup Percentage	Hispanic Subgroup Percentage	American Indian Subgroup Percentage	Asian Subgroup Percentage	Black Subgroup Percentage	White Subgroup Percentage	Multiple Subgroup Percentage
Percent of NCEXTEND1 participants									
Percent of general participants									
Percentage difference (+/-)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

# Disproportionality Worksheet for Public School Units

B	C	D	E	F	G	H
Grade	Subject	Num	Den	Percent	Male pct X1	Male pct All
ALL38	RD	7680	69471	1.1	67.4	51.1

# Disproportionality Worksheet for Public School Units

	Male Subgroup Percentage
Percent of NCEXTEND1 participants	67.4
Percent of general participants	51.1
Percentage difference (+/-)	-16.3%

# Disproportionality Worksheet for Public School Units

2022–23 Data Reading Grades 3–8 (Combined)

	Male Subgroup Percentage	Female Subgroup Percentage	Economically Disadvantaged Subgroup Percentage	Hispanic Subgroup Percentage	American Indian Subgroup Percentage	Asian Subgroup Percentage	Black Subgroup Percentage	White Subgroup Percentage	Multiple Subgroup Percentage
Percent of NCEXTEND1 participants	67.4	32.6	70	18.3	1.2	4.1	34.6	36	5.6
Percent of general participants	51.1	48.9	51.3	20.7	1	4.2	24.7	43.7	5.5
Percentage difference (+/-)	-16.3%	16.3%	-18.7%	2.4%	-0.2%	0.1%	-9.9%	7.7%	-0.1%

## Notes:

1. The **green** and **red** percentages in row 6, the goal is to have those percentages be as close to 0% as possible.
2. **Red** percentages may indicate over identification of students participating on the alternate assessment compared to the students participating on the general assessment.
3. **Green** percentages may indicate under identification of students participating on the alternate assessment compared to the students participating on the general assessment.

# Disproportionality Worksheet for Public School Units

2022–23 Data Reading Grades 3–8 (Combined)									
	Male Subgroup Percentage	Female Subgroup Percentage	Economically Disadvantaged Subgroup Percentage	Hispanic Subgroup Percentage	American Indian Subgroup Percentage	Asian Subgroup Percentage	Black Subgroup Percentage	White Subgroup Percentage	Multiple Subgroup Percentage
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## Guiding Questions:

1. In reviewing the data, which subgroups in your public school unit have the largest discrepancy between participants on the general assessment and the alternate assessment?
2. When looking at subgroup discrepancies, what hypotheses can be formed?
3. What problem-solving actions will the public school unit take to address the identified hypotheses?

# Disproportionality Worksheet for Public School Units



**2022–23 Data Mathematics Grades 3–8 (Combined)**

	Male Subgroup Percentage	Female Subgroup Percentage	Economically Disadvantaged Subgroup Percentage	Hispanic Subgroup Percentage	American Indian Subgroup Percentage	Asian Subgroup Percentage	Black Subgroup Percentage	White Subgroup Percentage	Multiple Subgroup Percentage
Percent of NCEXTEND1 participants									
Percent of general participants									
Percentage difference (+/-)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

# Disproportionality Worksheet for Public School Units

2022–23 Data Mathematics Grades 3–8 (Combined)									
	Male Subgroup Percentage	Female Subgroup Percentage	Economically Disadvantaged Subgroup Percentage	Hispanic Subgroup Percentage	American Indian Subgroup Percentage	Asian Subgroup Percentage	Black Subgroup Percentage	White Subgroup Percentage	Multiple Subgroup Percentage
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1. In reviewing the data, which subgroups in your public school unit have the largest discrepancy between participants on the general assessment and the alternate assessment?
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## Section 3: Assurances

After completing the Disproportionality Excel document, answer the following guiding questions.

1. In reviewing the data, what subgroups in your public school unit have the largest discrepancy between participants on the general assessment and the alternate assessment?

[Click or tap here to enter text.](#)

2. When looking at subgroup discrepancies, what hypotheses can be formed?

[Click or tap here to enter text.](#)

3. What problem-solving actions will the public school unit take to address the identified hypotheses?

[Click or tap here to enter text.](#)

## Section 4: Resources and Technical Assistance

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What resources and technical assistance does the public school unit need from the NCDPI to ensure that students are being assessed using the appropriate assessment?

Click or tap here to enter text.

### Signatures

Superintendent or School Director _____	Date _____
Exceptional Children Director or Coordinator _____	Date _____
Public School Unit Test Coordinator _____	Date _____

The completed justification form must be signed by the superintendent or school director, exceptional children's director or coordinator, and public school unit testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by July 8, 2024.

The NCDPI will notify public school units in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or regional accountability office.



# Justification Form Reminders

- **Possible reasons why a form may be returned for a resubmission:**
  - Personally identifiable information is contained within the form
    - Example: “We have one 4<sup>th</sup> grade student with Down Syndrome.”
  - A statement such as “The student(s) were on the Extended Content Standards when they enrolled in our public school unit.”
  - Answers that are left blank
  - Signatures missing
  - The fillable template is not completed electronically, or the template is completed on a previous year’s form.

# Contact Information:

**Molly Britt**

Educational Testing/Accountability  
Consultant

[Molly.Britt@dpi.nc.gov](mailto:Molly.Britt@dpi.nc.gov)

**Matthew Martinez**

Consultant for Significant Cognitive  
Disabilities

[Matthew.Martinez@dpi.nc.gov](mailto:Matthew.Martinez@dpi.nc.gov)