

## 1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. 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 district/charter school staff member responsible for overseeing the completion of the justification form.

<b>3-Digit LEA/Charter Code:</b> 010
<b>Contact Name:</b> Keisha Banks
<b>Contact Phone No.:</b> (336) 570-6060
<b>District/Charter Name:</b> Alamance-Burlington Schools
<b>Contact Title:</b> Executive Director of Exceptional Children
<b>Contact E-Mail:</b> keisha_banks@abss.k12.nc.us

### 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

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 1.0 Percent Participation Justification Form 2018–19

Other, please explain below:

All parents are provided with a copy of the guidance document at any IEP meeting in which the team is considering Extended Content Standards for a student. The documents are then reviewed at the meeting and parents are given an opportunity to ask any questions that they may have regarding the mapping documents. This provideds the parents with a 1:1 experience.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Services are provided as they are stated in the IEP. Currently we do not have any students in these areas participaing in the Extended Content Standards.

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

☐ Yes

☒ No

Explain below:

Alamance-Burlington Schools has a large number of student that move into our distirct with low incidence disabilities in the area of Autism, Deaf/hard of hearing and significant congntige disabilities. We contribute some of the movement of families to our district because of the relationships they maintain with TEACCH,UNC Hospital, Duke Hospital and Lenox Baker due to their close location within our district. Due to the way that we have programmaticly built our services delivery, we are also able to offer programing for students with significant cognitive and medical needs that some smaller surrounding districts are unable to offer/provide due to resources.

## **1.0 Percent Participation Justification Form 2018–19**

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☐ Yes

☒ No

Explain below:

The total enrollment of Alamance Burlington Schools increases the number of students that we have enrolled in Extended Content Standards. Our overall community continues to grow with new affordable housing developments being created.

### **Section 3: Assurances**

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

Our district has a review process for all students that are considered for Extended Content Standards. This process includes a file review, and teacher observations. Part of that file review includes reviewing the Eligibility Criteria and decision making chart.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

The district is providing additional training to all EC staff to ensure that they understand the Eligibility Criteria and decision making chart. We also have a committee that provides feedback to IEP teams to help determine appropriateness.


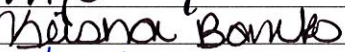
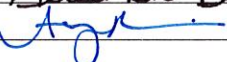
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## Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

The flow chart has been very helpful in helping our district make more informed decisions. At this time we will continue to work with our schools.

## Signatures

Superintendent/Charter School Director		Date	<u>5-2-19</u>
Exceptional Children Director/Coordinator		Date	<u>5.1.19</u>
LEA/Charter School Test Coordinator		Date	<u>4.30.19</u>

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

**Note:** See page 5 for additional information that can be included but is not required.