

## 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> 020
<b>Contact Name:</b> Jessica Anderson
<b>Contact Phone No.:</b> 828-632-7001
<b>District/Charter Name:</b> Alexander County Schools
<b>Contact Title:</b> Director of Testing & Accountability
<b>Contact E-Mail:</b> jessanderson@alexander.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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

Click or tap here to enter text.

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:

Click or tap here to enter text.

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:

Click or tap here to enter text.

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:

Alexander County Schools has approximately 4,900 students enrolled. "[W]hen sampling from a skewed population, with small sample sizes, the usual frequentist confidence intervals for the population mean have poor coverage properties", stated by Glen Meeden in his 1997 paper, Interval estimators for the population mean for skewed distributions with a small sample size.

### Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

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The LEA places the basis for determining Extend 1 Testing Eligibility within the IEP Team's purview. All students determined by the IEP Team to participate in the extended content course of study are thereby assessed on the Extend 1 Assessment. The IEP Team determines a student to participate in the extended content course of study if the student has a significant cognitive ability impacting adaptive skills and behaviors with intensive, individualized specifically designed instruction through all content areas in order to make progress in light of the student's circumstances.

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:

Data are analyzed by race/ethnicity, gender, etc. for the LEA's overall disability population and within specific disability categories and content standards. Using a "Risk/Ratio Calculation", a selected EC student population's "risk" of receiving special education and related services or content standards is compared to the "risk" for all students. Based on the "Risk/Ratio Calculation," patterns or peaks of disproportionality can be identified and criteria to determining eligibility and placement are examined. Within the district, areas of higher extended content standard enrollments can be parsed out to reveal populations or schools requiring additional training or resources.

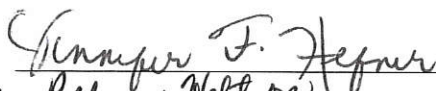


### Section 4: Resources and Technical Assistance

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?

Reviewing the district data, students are not fluctuating between Extend 1 and general assessments. Sets of data reveal a higher density of students taking the Extend 1 in the 3rd, 4th, and 7th grades. These densities will be monitored to ensure the population remains consistent as the students rise from grade to grade. If no fluctuation occurs, this would indicate this is a natural population distribution trend of students identified for Extend 1 assessments. Population distribution of students taking alternate assessments in other grade levels is noticeably lower. All students testing on the Extend 1 and participating in the extended content standards are placed as SEP (separate) and in the LRE (least restrictive environment) setting on their IEPs.

### Signatures

Superintendent/Charter School Director  
Exceptional Children Director/Coordinator  
LEA/Charter School Test Coordinator

Date

5/1/19

Date

5/1/19

Date

5/1/19



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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.