

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.

3-Digit LEA/Charter Code: 69A
Contact Name: Martha Newman
Contact Phone No.: 252-249-2599 ext 1566
District/Charter Name: Arapahoe Charter School
Contact Title: EC Coordinator
Contact E-Mail: martha.newman@arapahoecharter.org

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 type="checkbox"/>
Online training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" 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:

Arapahoe Charter School is located in southeastern NC, which is a very rural, high poverty area. We are the only charter school option in 4 surrounding counties. As such, we attract many families seeking an alternative setting for their children, to include children with exceptional needs. Currently, over 20% of ACS' enrollment is identified as students with disabilities. Of these, 3% are identified to receive services based on the Extended Content Standards.

Section 3: Assurances

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

☒ Yes

☐ No

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Explain below:

The IEP team determines and documents that the student is functioning within the standard deviation requirement for the cognitive disability and/or adaptive behavior. The IEP reflects current goals and objectives aligned with NC objectives developed for students participating in alternate assessment. The IEP may also contain IEP goals and objectives relating to other needs of the student which result from his or her disability, such as functional skills or social skills development. The student has a disability or multiple disabilities that significantly impact cognitive functioning and/or adaptive behavior. The participation of a student in the alternate assessment shall not be an administrative decision to bypass state testing policy.

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:

Disproportionality is not identified at ACS and has not required a process to address the issue. The IEP team ensures individualized program delivery for exceptional students at ACS. Based on their least restrictive environments, needs, and abilities, some EC students are pulled out for content support, while others receive inclusive/consultative services. Those students in need of related services are seen weekly/bi-weekly by contracted personnel. Students' placement is based on the individual student's educational needs as stated in the IEP, as the goals in the IEP are the principle determinants in selecting the program or service for each student, looking to the degree to which the student will benefit from such placement, rather than administrative considerations.

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?

Arapahoe Charter School will continue to follow NCDPI Division of Accountability Services/North Carolina Testing Program, and appreciate annual publications.

Signatures

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

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Explain below:

Arapahoe Charter School follows the guidelines set forth in the NCDPI Division of Accountability Services/North Carolina Testing Program Published August 2018 regarding eligibility for students participating in alternate assessments. IEP teams determine eligibility.

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:

Disproportionality is not an issue at ACS.

Section 4: Resources and Technical Assistance

* pages did not align after addressing

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?

assurances

Arapahoe Charter School will continue to follow NCDPI Division of Accountability Services/North Carolina Testing Program, and appreciate annual publications.

Signatures

Superintendent/Charter School Director



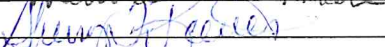
Date 5-31-19

Exceptional Children Director/Coordinator



Date 5-31-19

LEA/Charter School Test Coordinator



Date 5/31/19

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 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.