

## 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> 97D
<b>Contact Name:</b> Melissa Isaacs
<b>Contact Phone No.:</b> 336-975-7007
<b>District/Charter Name:</b> Bridges Academy
<b>Contact Title:</b> EC Case Manager/Compliance
<b>Contact E-Mail:</b> misaacs@bridgesacademy.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 checked="" 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 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 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:

Bridges Academy follows the guidelines as stated in the NC Testing Program when identifying students that will be given alternate assessments. A student that is placed on an alternate assessment must be identified as a student with a significant cognitive disability that is served on an IEP using the NC Extended Standards. Cognitive disabilities are determined using documentation such as a psychological evaluation, and/or medical documentation. Other data that is considered, includes achievement scores, and benchmark data from various sources. Additionally, students must demonstrate severe delays in both academic achievement and delays attributed primarily to behavioral issues.

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:

Bridges Academy is a free, public school of choice, serving its own LEA. Students are accepted through an application process, and we currently serve students in grades Kindergarten through 9th grade. Our school mission states that we provide ALL students with the opportunity to develop an academic foundation that empowers students to reach their full potential. Consequently, many applications are from students with disabilities. We have a total student enrollment of 135 with an Exceptional Children's population that makes up roughly 50% of our overall student body. In regard to special education, we follow the Policies Governing Programs and Services for Children with Disabilities. Due to meeting the

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academic and behavioral needs of our students, we have exceeded the 1% threshold. Currently, we have two students that qualify for alternate assessments.

### Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

Bridges Academy has a qualified EC staff who is trained in Child Find as well as the eligibility requirements in all categories of placement. Compliance training occurs on site throughout the school year. Additionally, staff participates in professional development provided by the Department of Public Instruction, and other outside agencies. Bridges Academy has a Student Support Team that participates in the IABS process to support students in regular education and students with IEPs in their classroom settings. The team meets monthly with teachers to provide interventions for students in their classroom, and they are responsible for reviewing cumulative progress monitoring data for all students. The school implements a variety of programs and assessments including MAP Testing, Reading 3D, Read-to-Achieve, NC Early Numeracy Skills Indicators and Math Computation, FastForWord Reading, Study Island, and Reading Theory. Once data is reviewed, students' individual needs are addressed. The Student Support Team and all EC staff closely monitor eligibility and educational placement requirements as stated in the Policies Governing Programs and Services for Children with Disabilities. If an EC student is being considered for an alternate assessment, the classroom teacher or EC teacher is required to submit data to justify the student's need for the alternate assessment during a Student Support Team meeting no less than 60 days prior to the student completing the assessment, at which time the team will determine if a student's IEP should be amended and schedule an IEP meeting. The EC Coordinator reviews eligibility data and the EC headcount quarterly and compiles data for the Testing Coordinator to review 3 times per year.

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:

Bridges Academy reviews data related to disproportionality during our self-assessment review. Currently, the school does not have any disproportionality as defined by the NCDPI Exceptional Children's Department.

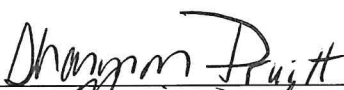


### Section 4: Resources and Technical Assistance

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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?

At this time, Bridges Academy has implemented numerous programs and assessment tools to ensure that progress monitoring is being met for our students in regular education and special education, however we would benefit from additional assessment tools that are designed to focus on progress monitoring for students specifically identified with significant cognitive disabilities.

### Signatures

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