

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: 140
Contact Name: Robert Semple
Contact Phone No.: 728-8407 x 140173
District/Charter Name: Caldwell
Contact Title: EC Director
Contact E-Mail: rsemple@caldwellschools.com

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 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 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"/>

1.0 Percent Participation Justification Form 2018–19

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:

Click or tap here to enter text.

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

a. Given the requirement that “the decision regarding a student’s participation in an alternate assessment must be made and documented in the student’s IEP at least one hundred and twenty school days prior to

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the testing window", representatives of Caldwell County Schools Programs for Exceptional Children and Testing and Accountability will convene on or around the third week of November. The purpose of this meeting will be to analyze the current roster of students assigned to participate in the alternate assessment. b. This group will calculate the percentage of the population at each school who are participating in the NCEXTEND 1 alternate assessment and will utilize this data to generate the percentage of students participating in NCEXTEND 1 across the district. This additional practice will further clarify our understanding of populations of students at various schools as well as trends in practices related to eligibility and design / delivery of each student's IEP. c. School-based administrators will be informed of their school's percentage for the purpose of oversight in IEP meetings as they progress through the 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:

The district has currently been addressing the correct identification of students participating in alternative assessments regardless of gender, race or socioeconomic status. Given our substantial progress related to the overall percentage of students appropriately participating in alternative assessment, we are now poised to dig deeper.

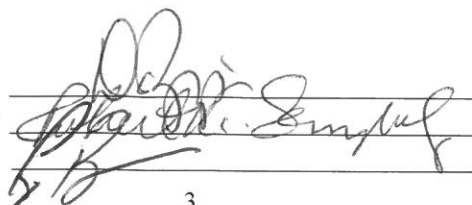
Section 4: Resources and Technical Assistance

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?

No further assistance is required at this time. We are currently very close to the one-percent level of our tested population participating in alternative assessments (.098) and we are completing this document as a safeguard. We have identified that our issue related to students inappropriately participating in the alternative assessment occurs at the IEP team level and typically is related to the LEA rep and the parent deciding to err toward alternative assessment, due to concerns related to the students probable low performance on the standard assessment and the "humane-ness" of the the alternative assessment. Our special education teachers and most administrators are well aware of the criteria for alternative assessment participation. As an LEA we need to continue current efforts which are pulling us in the right direction.

Signatures

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



Date

Date

Date

4/29/19

4/29/19

4/29/19

1.0 Percent Participation Justification Form 2018–19

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.