

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: 180
Contact Name: Amy Wilson
Contact Phone No.: 828-464-8333
District/Charter Name: Catawba County Schools
Contact Title: EC Director
Contact E-Mail: amy_wilson@catawbaschools.net

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 checked="" 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:

N/A

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:

N/A

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:

Currently Catawba County Schools has adapted curriculum programs in five elementary schools, four middle schools, and six high schools. These programs serve students with a variety of intellectual and physical disabilities.

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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:

N/A

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

While IEP teams are solely responsible for making continuum/special education placement decisions, Catawba County Schools utilizes a problem-solving process (Service Review) to help school professionals with implementing high quality, research based strategies and services to address student needs in the least restrictive environment. Service Review is scheduled through out the school year and meets at least one time each month.

Additionally, as indicated above, training on LRE and appropriate alternative curriculum/assessment alignment and access is provided to school based stakeholders annually.

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:

Catawba County Schools is not disproportionate with regard to eligibility, placement, or discipline of students with disabilities among race, gender, or socioeconomic status groups. Our accountability data related to participation rates of students on state assessments is determined by IEP teams who are highly trained in aligning curriculum to assessment and the eligibility criteria requirements for alternative assessments. Our overall assessment data shows that we have exceeded the 1% federal/state cap *slightly*, with students grades 3-8 in math and reading taking alternative assessments representing 1.2% (down 0.1% from 2017-18) and students grade 8 in science representing 1.3% (down 0.2% from 2017-18).

As stated above, Catawba County Schools utilizes a problem-solving process (Service Review) to help school professionals with implementing high quality, research based strategies and services to address student needs in the least restrictive environment. Service Review is scheduled through out the school year and meets at least one time each month. Factors associated with disproportionality are considered during each service

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session.

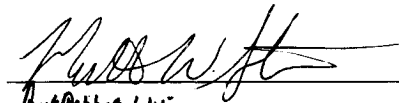
Section 4: Resources and Technical Assistance

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?

Nothing specific required from NC DPI at this time.

Signatures


Superintendent/Charter School Director



Date

4/8/2019

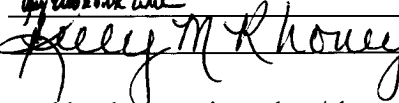
Exceptional Children Director/Coordinator



Date

4/1/19

LEA/Charter School Test Coordinator



Date

4-1-19

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 alternatesassessment@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.