

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: 220
Contact Name: Angel Owens
Contact Phone No.: 828-389-8513
District/Charter Name: Clay County Schools
Contact Title: Exceptional Children Program Director
Contact E-Mail: aowens@clayschools.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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Other, please explain below:

Teachers are emailed criteria annually as a reminder after the initial training.
Parents are informed of the criteria in the IEP Team meeting.

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:

Through the IEP Team process, all members at the table take into consideration the amount of services the child has received, the progress the child has or has not made, the significance of the child's Learning Disability and their ability to participate in the general education setting with and without supports. The IEP Team has only utilized this in two instances for LD students and it was a very involved discussion with information given about the future impact on the student and graduation possibilities as to whether this was the best decision for the students at that point in time.

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.

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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:

Section 3: Assurances

Clay County Schools has an enrollment of just over 1,300 students in Preschool through 12th grade. The average class size is just under 100 students with only a couple grades being over 100 students. Just one student can put any grade level over the 1% threshold.

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

☒ Yes

☐ No

Explain below:

As the EC Director in a very small LEA, I am also the Compliance Specialist. I through December 2018, I read EVERY IEP that in our district. As of January 2019, due to additional job duties being added to my position, I have had to pull back to only checking Re-Evaluations or Initial Placements. Any time I see that a child has an alternate assessment in their IEP, I verify that the proper steps were taken to assure this was the IEP Team decision and that everyone agreed on that decision and that the child is on the Extended Content Standards.

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:

Any time a student is considered for the option of Alternative Assessment, the IEP Team must discuss the required components for student eligibility for administration of an Alternative Assessment. If there appears to be a disproportionate percentage in a particular category, the EC Director will analyze the data for each student to determine the eligibility of the students and if noncompliance is found, the director will conduct additional training on these requirements as needed.

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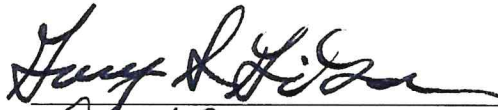
Section 4: Resources and Technical Assistance

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?

We have a good understanding of this requirement. Timely updates are greatly appreciated to help us understand the requirements.

Signatures

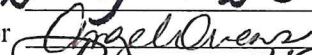
Superintendent/Charter School Director



Date

3-21-19

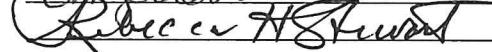
Exceptional Children Director/Coordinator



Date

3-21-19

LEA/Charter School Test Coordinator



Date

3-21-19

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.