

## 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> 821               |
| <b>Contact Name:</b> Emily Pope                    |
| <b>Contact Phone No.:</b> 910-592-3132             |
| <b>District/Charter Name:</b> Clinton City Schools |
| <b>Contact Title:</b> EC Director                  |
| <b>Contact E-Mail:</b> epope@clinton.k12.nc.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 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

## 1.0 Percent Participation Justification Form 2018–19

Other, please explain below:

In response to 2014-15 NCEXTEND 1 accountability/participation data and the first submission of a Request for Waiver of 1.0 Percent Cap in July of 2015, Clinton City Schools took a closer look at alternate assessment practices. Beginning with the 2015-16 school year, Clinton City Schools has intentionally addressed appropriate decision making for alternate assessments through face to face LEA trainings, record reviews and assistance from NCDPI staff members.

Since that time, Clinton City Schools has continued with the same level of intentionality and consistency to ensure that all EC teachers and LEA Representatives receive ongoing professional development regarding Alternate Assessment decision making including emphasis on characteristics of the students assessed via the NCEXTEND 1, criteria for NCEXTEND1 and medical exemptions and the 1% ESSA requirement. The LEA continues to review EC records for identified students and initiate reevaluations for any identified students currently assessed via NCEXTEND 1 in which additional data may be required to determine the appropriateness of this decision. The LEA continues to train and encourage the review of multiple sources of data beyond standardized (IQ, adaptive behavior or academic achievement) measures when IEP Teams are making alternate assessment decisions. To assist in this, the Brigance-Comprehensive Inventory of Basic Skills assessments is being used by every Extended Content Standards teacher to provide ongoing assessment for students across a broad range of reading/ELA and mathematics skill areas. This criterion referenced information provides very helpful data in addition to traditional measures for IEP Teams making alternate assessment decisions.

Prior to the 2018-19 school year and to assist with IEP team conversations and informed decision making, the LEA developed a parent information resource outlining alternate assessment eligibility, comparison of state assessments (EOG and EOC) with NCEXTEND1 and the short and long term outcomes of the eligibility decision. This document is available to parents and the general public on the LEA website and provided to parents prior to eligibility meetings so they are more informed and more participative in the decision making process.

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:

Based on participation data from 2017-18, students assessed via the NCEXTEND 1 alternate assessment had the following eligibility classifications: Autistic, Intellectually Disabled-Mild, Intellectually Disabled-Moderate, Intellectually Disabled-Severe, and Other Health Impaired. No students participated from classifications such as Speech or Language Impairment, Specific Learning Disability or Serious Emotional Disability.

## 1.0 Percent Participation Justification Form 2018–19

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:

Clinton City Schools currently does not have any targeted programs, separate schools, etc. to serve students with significant cognitive disabilities. All EC students in Clinton City Schools are served in their home schools determined by their grade level.

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:

Clinton City Schools is a small, city school system with an overall small student population. As with small data sets (grade levels with 0-5 NCEXTEND 1 students assessed), one student can fluctuate the data in a significant way. The addition of one student initially determined eligible or the addition or departure of a student that transfers in or out of the LEA from another in-state LEA, out of state or out of country directly impacts our 1% cap especially in individual grade level subject areas. Based on review of 2017-18 assessment participation data, three students that were included are no longer students in our LEA. Two additional students that were assessed via the NCEXTEND 1 in 2017-18 have been reviewed and moved to EOG assessment for the 2018-19 school year. Since we are city school system within a larger county system, many of our students transition back and forth between city and county LEA's sometimes multiple times during a school year and are counted with the LEA in which they were enrolled in on the date of testing and not necessarily the LEA where they received the bulk of their instruction or in which eligibility decisions were made.

### Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

Internal monitoring and review is the responsibility of the EC Director, EC Diagnostician and EC School Base Chair. All initial referral and initial eligibility meetings are monitored by the EC Diagnostician and all reevaluation meetings are monitored by the EC Director. If a child is being considered for the Extended Content Standards the following process is followed: 1) Notify the EC Diagnostician/EC Director 2) EC Folder is reviewed by the EC Diagnostician/EC Director 3) Parent(s) receive Parent Information Sheet prior to the initial discussion and at each IEP Annual Review 4) IEP Team considers student participation using

## 1.0 Percent Participation Justification Form 2018–19

Guiding Questions document 5) If the child is appropriate, parent will review and sign the Statement of Understanding that is placed in the student's EC Folder and reviewed annually each fall.

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:

Internal monitoring and review is conducted by the EC Director and EC Diagnostician. All initial referral and initial eligibility meetings are monitored by the EC Diagnostician and all reevaluation meetings are monitored by the EC Director. IEP records are reviewed for compliance by the EC Diagnostician as well. Ongoing training and monitoring as noted in Question #1 will be applied to all EC students with careful monitoring of any areas determined to be discrepant.

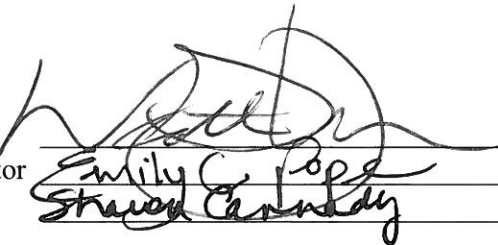
### Section 4: Resources and Technical Assistance

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?

Recent Alternate Assessment Eligibility webinars delivered by Mr. Martinez have been very helpful and have been shared with LEA staff. Documents such as the Alternate Assessment Eligibility Criteria and the Decision Making Flowchart have proved very helpful in facilitating IEP Team discussion and appropriate decision making around this area.

### Signatures

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



Date

4-1-19

Date

4-1-19

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 [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.