

1.0 Percent Participation Justification Form 2017–18

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 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 numbers 1–4 are required; it is optional to include additional information (see page 3). 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.

1. 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: 761	District/Charter Name: Asheboro City Schools
Contact Name: Drew Maerz	Contact Title: Dir. Testing and Accountability
Contact Phone No.: 336-625-5606	Contact E-Mail: dmaerz@asheboro.k12.nc.us
2. Enter a description of how the district/charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment.	
<p>Asheboro City Schools Exceptional Education services have local procedures in place to ensure that all IEP teams are adhering to the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining eligibility for participation in an alternate assessment. All Exceptional Education Teachers receive ongoing training through monthly EC Department team meetings at the school and district level, in addition to providing monthly compliance trainings on the <i>NC Policies Governing Services for Children with Disabilities</i>. Asheboro City Schools provides each school in the LEA with an assigned EC Program Facilitator to ensure that policies and procedures according to IDEA and <i>NC Policies Governing Services for Children with Disabilities</i> are being followed. The LEA also provides an EC Coordinator, in addition to the EC Director, to provide trainings and additional supports to individual teachers and IEP teams in following all local, state and federal laws regarding students with disabilities. Each Asheboro City Schools Exceptional Education teacher receives annual training from the district’s Director of Testing and Accountability on up to date procedures for testing students with disabilities according to the most current <i>Testing Students with Disabilities</i> publication.</p> <p>In Asheboro City Schools, before a student can be considered for an alternate assessment, psychological evaluation data, adaptive behavior scores, and all required eligibility components are reviewed by the students’ IEP team for students identified with a significant cognitive disability who have been determined eligible for special education services according to <i>Policies Governing Services for Children with Disabilities (NC 1503)</i>. Before a student is determined eligible to take an alternate assessment, the IEP team has determined that the student will receive instruction using the Extended Content Standards in ELA, Math and Science due to the student’s significant cognitive disability and the impact this has on the adaptive behavior skills of the student to live and function independently. The IEP team has also determined that the student requires extensive and repeated individualized instruction and support and must use substantially adapted materials and individualized methods of assessing information in alternative ways. Based on the student’s significant cognitive disability, the IEP team has determined that the only way for the student to access the general curriculum is by providing the student instruction following the Extended Content Standards for the NC Standard Course of Study. Once this determination is made by the IEP team, these are the only students in the district who are assessed using an alternate assessment. In Asheboro City Schools, the ongoing decision regarding which assessment a student will participate in is made each school year by the student’s IEP team during the required annual review meeting of the IEP.</p>	

3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed.

- Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:

Disproportionality is defined as the “overrepresentation” and “under-representation” of a particular population or demographic group in special education programs relative to the presence of this group in the overall student population (National Education Association, 2007).

In Asheboro City Schools, twenty-one students (0.43%) participated in Alternative Assessments during the 2017 academic year. An analysis of the student demographics shows a general alignment with the demographics of the population. There is modest disproportion with the number of male students participating in the Alternative Assessment. There is also a modest disproportion in the number of white students participating in the Alternative Assessment.

2017 Participation in Alternative Assessments (First Day of Spring Testing 5/26/2017)

Subgroup	Alt Assess Participation	% Alt Assess Participation	Student Enrollment	% Student Enrollment
Male	13	61.9%	2523	52.0%
Female	8	38.1%	2338	48.0%
Black	3	14.3%	687	14.2%
Hispanic	8	38.1%	2215	45.1%
Two or More	1	4.8%	241	5.0%
White	9	42.9%	1624	33.5%

Due to the small sample size (21) participating in the Alternative Assessment and the size of the student population on the first day of spring testing (4851), the margin of error for the sample is 20.39%. All of our participation rates and disproportionalities are within the margin of error for the sample and are not statistically significant.

- Plans for how disproportionality will be addressed:

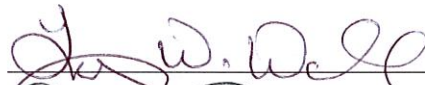


While the modest disproportionalities within Asheboro City Schools are not significant, we continue to monitor the assignment and continued use of Alternative Assessments. During an initial evaluation or reevaluation of a student, psychological evaluation data, adaptive behavior scores, and all required eligibility components are reviewed by the students’ IEP team to identify students with a significant cognitive disability. If a student has been determined eligible for special education services according to *Policies Governing Services for Children with Disabilities (NC 1503)*, is identified as having a significant cognitive disability that impacts adaptive behavior and required extensive, and requires repeated individualized instruction to support learning, he/she would be considered for the Alternative Assessment. These considerations will be made on all data.

4. Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.

Asheboro City Schools may have a rate higher than 1% for alternate assessment participation at the one subject, Grade 8 Science, due to the following variables.

- Currently there are four students identified for participation in the NC Extend I Alternative Assessment for the Grade 8 Science End-of-Course. While four students is low number, the small size of this year's grade 8 due to the change in the enrollment date for Kindergarten in 2009 impacts the percent participation. In Asheboro City Schools, Grade 8 is our smallest cohort with 307 students.
- One student identified for the Grade 8 Alternative Assessment has been approved for a Medical Exemption. This student will not participate in the assessment. Without this student, our participation rate will be below the 1% threshold (0.98%)
- According to NC Policies Governing Services for Children with Disabilities, students with disabilities are allowed to remain in school through their twenty-second birthday. In this district, the majority of our students with significant cognitive disabilities do remain in the public school setting until this age. It is the practice of Asheboro City Schools to hold the students with significant cognitive disabilities in the 8th grade an extra year so that these students are provided with additional instructional time to ensure they are making adequate progress on the extended content standards. Once entering the high school setting, students with a significant cognitive disability typically spend between five and six years at the high school until the time they reach their twenty-second birthday.

Signatures

Superintendent/Charter School Director		Date	<u>5/4/18</u>
Exceptional Children Director		Date	<u>5-4-18</u>
LEA/Charter Test Coordinator		Date	<u>May 3, 2018</u>

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director, and testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by **May 4, 2018**.

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 3 for additional information that can be included but is not required.