

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: 111	District/Charter Name: Asheville City Schools
Contact Name: Dr. Paula Dowd	Contact Title: Director of Exceptional Children
Contact Phone No.: 828-350-6128	Contact E-Mail: paula.dowd@ashevilleschools.net
<p>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> <p>Asheville City Schools Exceptional Children Program had significant changes in staffing for the 2017-18 school year. The Director of Exceptional Children retired October 1, 2017 with the new director starting October 2, 2017. Along with the new director, the Exceptional Children Leadership Team were all newly hired for the 2017-18 school year. The high school Instructional Facilitator was hired April 2017, the middle school Instructional Facilitator began September 11, 2017, and the elementary school Instructional Facilitator began work January 16, 2018. School Psychologists have remained stable in the district. We are confident that prior IEP team decisions were made based on data that aligned with eligibility requirements for participation in the NCEXTEND 1 assessment. The Exceptional Children Leadership Team will review records of all students currently assessed on the NCEXTEND 1 in grades 3-8, 10, and 11 beginning in July 2018. The results of the review will provide evidence of data driven decision making to determine appropriate instruction and assessment for each student.</p> <p>The results will provide data on eligibility determination practices and will be used as talking points for Instructional Facilitators, School Psychologists, and Adapted Curriculum Teachers staff meetings. If professional development is needed for determination of eligibility practices this will be incorporated in the training sequence for ECATS and special education process in the 2018-19 school year. Training will be provided to all special education staff, related service providers, and school psychologists based upon the results of the July record review.</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 was present in the following areas:

Grade 3 reading and math (n=3) – 100% are Economically Disadvantaged and Black

Grade 6 reading and math (n=5) – 100% are Economically Disadvantaged and Male

Grade 7 reading and math (n=3) – 100% are Male

Economically Disadvantaged is defined as students who are eligible for free and reduced lunch. Race and gender disproportionality is based on the student population being served in the adapted curriculum at any grade level.

As a small district of 600 students with disabilities (based on April 1, 2018 child count) our percentage of students who were assessed on the NCEXTEND 1 are minimal as compared to the subgroup district wide. Based on the 2016-17 participation data provided by NCDPI, Asheville City Schools exceeded the 1.0 percent cap in Mathematics Grades 3-8, Mathematics Grade 10, ELA/Reading Grades 3-8, and ELA/Reading Grade 10 but did not have disproportionality issues. Disproportionality in Asheville City Schools is present within specific grade level subgroups.

Due to the small student with disabilities population in Asheville City Schools, cross categorical classroom assignments in adapted curriculum classrooms are made for students who, based on significant cognitive disabilities need more specialized instruction due to a limited number of specialized instruction pull-out models in our elementary schools. Asheville City Schools focuses on inclusive practices district wide. Co-teaching professional development will be one of the focuses for the 2018-19 school year.

- Plans for how disproportionality will be addressed:

Asheville City Schools has focused professional development on equity through Integrated Comprehensive Systems series (ICS). We have contracted with Dr. Elise Frattura and Dr. Colleen Capper, University of Wisconsin, to provide a structured equity model that aligns with the district strategic plan. The district goal to strengthen core instruction so that all subgroups will be successful without the need for supplemental instruction as measured by the number of students receiving interventions includes students with disabilities on both the general curriculum and adapted curriculum.

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.

Following the July 2018 record review, the Exceptional Children Leadership Team will review data to determine strict adherence to the NCEXTEND 1 eligibility criteria for each student. Particular areas of concern are listed below based on the 2016-17 participation data will be addressed as students matriculate through the grades.

Grade 4 reading and math (n=8) – 2.0%

Grade 6 reading and math (n=5) – 1.7%

Grade 7 reading and math (n=3) – 1.2%


Grade 10 reading (n=5) – 1.6%

Grade 10 math (n=5) – 1.8%


Signatures

Signatures

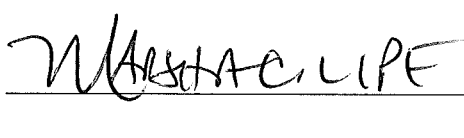
Superintendent/Charter School Director

 Date 4/27/2018

Exceptional Children Director

 Date 4/27/2018

LEA/Charter Test Coordinator

 Date 4/27/2018

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.