

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: 090	District/Charter Name: Bladen County Schools
Contact Name: Dr. Robert Taylor	Contact Title: Superintendent
Contact Phone No.: (910) 862-4136	Contact E-Mail: rptaylor@bladen.k12.nc.us
<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>In Bladen County, annual training will continue to be provided to teachers, school testing coordinators, and administrators that serve on IEP teams where placement decisions are made. As a district, we will continue to utilize multiple measures before identifying a student in the EC program. ALL eligibility criteria must be met before a student is moved from the Standard Course of Study (SCOS) to the Extended Content Standards (a more restrictive setting when a student moves along the continuum of the Least Restrictive Environment).</p> <p>When assessing the possibility of using the Alternative Assessment for students with Significant Cognitive Disabilities, the IEP team considers multiple points of data including, but not limited to, IEP goals and objectives, classroom based assessments, evaluation results and adaptive behavior. In addition, the team takes into consideration the student’s instructional level. If a student’s instructional level is within a range which is well below their current grade level, the instruction is substantially modified from the instruction that occurs in a general education environment and/or the instruction focuses on the application of the NC Extended Content Standards and essential life skills, the team may determine that the regular state assessment will not provide a valid and reliable measure of a student’s proficiency regardless of accommodations provided. Then the team may conclude that the student will participate in the NC Extend I State Assessment which align with the NC Extended Course of Standards which is designed to allow students with significant cognitive disabilities to demonstrate their knowledge and skills in an appropriate rigorous assessment.</p> <p>All policy and procedures outlined in the <i>Testing Students with Disabilities</i> handbook and EC Program guidance will continue to be followed. IEP Team minutes and DEC 5 forms will explain detailed justification for each student following the Extended Content Standards.</p>	

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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:

Currently, there is no disproportionality with gender and placement on the Extended Content Standards. However, disproportionality exists among the American Indian and Black subgroups in relation to Bladen County's demographics.

Male	Female	Am Ind	Black	White	Hisp	Multi	Total 3-12
26	26	6	28	15	2	1	52
50%	50%	11.5%	53.8%	28.8%	3.8%	1.9%	

The above counts represent students enrolled in the Extended Content Standards in Bladen County. It is our understanding that the number of assessments will be the indicator for the 1% overage. Students in 5th grade, 8th grade, and 11th grade will have more assessments to include in assessment counts. This can significantly impact populations/subgroups with low *N* counts.

- Plans for how disproportionality will be addressed:

Upholding the mandate of IDEA, we will continue to provide services to students, guaranteeing FAPE, even if this currently creates a disproportionality gap, and places us in an unfavorable risk ratio.

However, Bladen County Schools is working to build a better safety net through the implementation of the MTSS model. It is believed, with better intervention processes in place, the LEA will soon be below the 1% threshold.

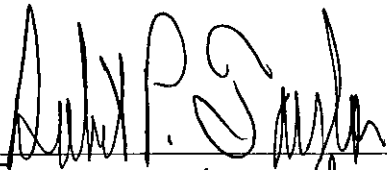
Will coordinate with EC director on how the LEA is addressing any disproportionality in the 14 Indicators and apply those same standards as relates to student identification and over identification in this area.

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.

Bladen County is a rural county that provides affordable housing to low income families. This provides opportunities for families from surrounding areas to come to our county. Resulting to an increase number of students with disabilities with significant cognitive disabilities enrolling and providing services to meet their individual needs. The district has a trend of transient student population of families that move in and out throughout the school year. Also, there are several Therapeutic Foster Homes within in our community that serve some of our Exceptional Children. These additional students may add to increase to students that are served on the Extended Content Standards. The district is going to provide additional training on Extended Content Standards during the 2018-2019 school year.

Signatures

Superintendent/Charter School Director



Date

26 May 18

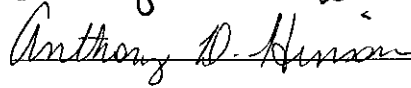
Exceptional Children Director



Date

3-28-18

LEA/Charter Test Coordinator



Date

3-28-2018

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.

Note: See page 3 for additional information that can be included but is not required.