

## 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.	
<b>3-Digit LEA/Charter Code:</b> 110	<b>District/Charter Name:</b> Buncombe
<b>Contact Name:</b> Amy Rhoney	<b>Contact Title:</b> EC Director
<b>Contact Phone No.:</b> 828-255-5971	<b>Contact E-Mail:</b> amy.rhoney@bcsemail.org
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><b>Buncombe County Schools have implemented an Intensive Intervention (II) Team that visits schools, gathers data, speaks to parents and attends IEP meetings for any student being considered for North Carolina EXTEND1. The purpose of this team is to ensure that eligibility criteria is being followed.</b></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. <ul style="list-style-type: none"> <li>Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:             <p>N/A</p> </li> <li>Plans for how disproportionality will be addressed:             <p>N/A</p> </li> </ul>	
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. <p><b>All students that attend Buncombe County Schools Progressive Education Program follow the Extended Content Standards. The Progressive Education Program also accepts Extended Content students from our neighboring school districts. In addition, a change in grade placement practices has occurred for Grade 10.</b></p>	

## Signatures

Superintendent/Charter School Director	<u>Tony Baldwin</u>	Date	<u>4/24/18</u>
Exceptional Children Director	<u>Amy Rhoney</u>	Date	<u>4/24/18</u>
LEA/Charter Test Coordinator	<u>Steph P. Emvold</u>	Date	<u>4/24/18</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](mailto: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.

The following additional information can be included with the justification documentation, but is not required:

- Evidence that all educators who administer the alternate assessment meet the requirements for test administrators and have received test administration training prior to administering the alternate assessment.
- Evidence that all students have appropriate access to accessibility features on statewide tests.
- A review of the percentage of students taking the alternate assessment at grade 3 versus grades 4–7 versus grade 8 versus high school and an explanation of how Individualized Education Program (IEP) teams are making consistent participation decisions across grade levels.
- A review of data to determine if students are moving from the alternate assessment to the general assessment or vice versa and an explanation for grade levels where this action is more prevalent.
- Evidence that the district is providing appropriate supports and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.
- An evaluation of students instructed using the Extended Content Standards, but who are spending more than eighty percent (80%) of their day in the general education setting.
- Evidence of data-driven team decisions to determine appropriate instruction and assessment.
- An assessment of varying practices across a district and/or between different schools.
- An explanation of special programs or populations that are served by the district/charter school that may contribute to the alternate assessment participation rate.