

## 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> 130	<b>District/Charter Name:</b> Cabarrus County Schools
<b>Contact Name:</b> Barbara Slingerland	<b>Contact Title:</b> Director Exceptional Children Programs
<b>Contact Phone No.:</b> 704-305-5067	<b>Contact E-Mail:</b> <a href="mailto:barbara.slingerland@cabarrus.k12.nc.us">barbara.slingerland@cabarrus.k12.nc.us</a>
<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>Our Autism Coach and Intellectual Disabilities Coach provide district wide support and training to school level PLC's and attend (and/or LEA) IEP meetings where placement on the alternate curriculum/assessment may be considered. The Autism and ID Coaches conduct classroom observations across settings on students and provide input regarding the appropriateness of moving a student to the state alternate assessment. These coaches also lead a monthly PLC designed for teachers of the alternate curriculum to discuss student data, student outcomes, and curriculum. Our district also provides guidance regarding program and alternate assessment decisions when conducting district wide LEA rep trainings</p>	
<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.</p> <ul style="list-style-type: none"> <li>• Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:</li> </ul> <p>Annually the EC Leadership team examines student data to determine if disproportionality exists for students on the extended content standards. The data is disaggregated by race, gender, disability, and socioeconomic status. The data is examined in relationship to the make-up of the general population of students in the district to determine if any population is overidentified for inclusion in the extended content curriculum.</p> <ul style="list-style-type: none"> <li>• Plans for how disproportionality will be addressed:</li> </ul> <p>Annually the EC Leadership team examines student data to determine if disproportionality exists for students on the extended content standards. The data is disaggregated by race, gender, disability, and socioeconomic status. The data is examined in relationship to the make-up of the general population of students in the district to determine if any population is overidentified for inclusion in the extended content curriculum.</p>	

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.

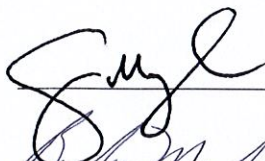
Our district data reflects a higher population of students in grade 4 compared to other elementary grades as well as grade 7 when compared to other middle school grades. Within our alternate curriculum classrooms, we also have a higher number of students in grades 4 and 7.

Grade	# of students in district	# of students taking alternate assessment
K	2219	n/a
1	2235	n/a
2	2352	n/a
3	2541	11
4	2599	31
5	2538	17

Grade	# of students in district	# of students taking alternate assessment
6	2560	19
7	2648	28
8	2433	29

## Signatures

Superintendent/Charter School Director



Date

4/9/18

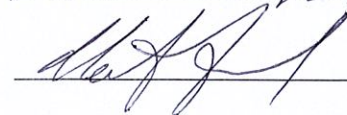
Exceptional Children Director



Date

4/9/18

LEA/Charter Test Coordinator



Date

4/9/18

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.