

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: 140	District/Charter Name: Caldwell
Contact Name: Robert Semple	Contact Title: Director, Programs for Exceptional Children
Contact Phone No.: 828-728-8407 x 140173	Contact E-Mail: rsemple@caldwellschools.com
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>At the <u>administrative level</u>, Caldwell County Schools Programs for Exceptional Children conducts multiple “LEA Representative Training”, multiple times per year, during the Fall Semester. This training for all administrators and LEA Representative designees focuses on the roles of IEP team members, the evaluation and eligibility process, appropriate considerations in the design of the IEP and overview of <i>Policies Governing Services for Children with Disabilities</i>. A primary theme throughout the training is the ultimate decision making responsibility of the LEA representative and the essential practice of guiding the IEP team in the use of data and “the regs” to make appropriate decisions for each student. During the 2017-2018 school year, additional training for administrators, specific to Extended Content standards / NCEXTEND 1 alternate assessment, was delivered. “<i>North Carolina Extended Content Standards / NC EXTEND 1 – Revisiting and Adjusting Practices Surrounding our Most Involved Students</i>” was delivered on October 31, 2017 during a regularly scheduled general principals meeting.</p> <p>At the <u>practitioner level</u>, Caldwell County Schools Programs for Exceptional Children employs two Instructional Facilitators whose primary functions are compliance support and instructional enhancement for exceptional students at elementary and middle school grade levels. Caldwell County Schools Programs for Exceptional Children also employs a Transition Coordinator for the high school level who performs a somewhat different role for high school level students, but who also supports EC personnel with regard to compliance and instructional enhancement. These individuals perform ongoing, job-embedded coaching and professional development, reminders regarding best practices and regulations (i.e. eligibility requirements for extended content standards instruction / EXTEND 1 assessment) and “incidental audits”, as they work on specific cases.</p> <p>At the <u>district level</u>, following the delivery of “<i>North Carolina Extended Content Standards / NC EXTEND 1 – Revisiting and Adjusting Practices Surrounding our Most Involved Students</i>” on October 31, 2017, EC Department administration conducted a surface level review of the roster of students identified as appropriate for EXTEND 1 alternate assessment. Recommendations were offered regarding students who, from the department’s general knowledge of them, did not appear to meet criteria for EXTEND 1 alternate assessment. EC Instructional Facilitators and Transition Coordinator then followed up with the IEP teams related to these specific cases and offered guidance to the IEP teams regarding necessary adjustments for compliance.</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 or underrepresentation of a particular population or demographic group in special education programs relative to the presence of this group in the overall student population. This definition could be equally applied to academically and intellectually gifted programs.

Within the context of extended content standards / NCEXTEND 1 assessment, disproportionality is defined as “exceeding one percent participation in NCEXTEND 1 alternate assessment.”

- Plans for how disproportionality will be addressed:

Although Caldwell County Schools does not necessarily expect to exceed one-percent participation in NCEXTEND 1 for 2017-18, given analysis conducted over the course of the year the following practices will be implemented, in addition to those practice previously described, in the 2018-19 school year:

- a. Given the requirement that “the decision regarding a student’s participation in an alternate assessment must be made and documented in the student’s IEP at least one hundred and twenty school days prior to the testing window”, representatives of Caldwell County Schools Programs for Exceptional Children and Testing and Accountability will convene on or around the third week of November. The purpose of this meeting will be to analyze the current roster of students assigned to participate in the alternate assessment.
- b. This group will calculate the percentage of the population at each school who are participating in the NCEXTEND 1 alternate assessment and will utilize this data to generate the percentage of students participating in NCEXTEND 1 across the district. This additional practice will further clarify our understanding of populations of students at various schools as well as trends in practices related to eligibility and design / delivery of each student’s IEP.
- c. School-based administrators will be informed of their school’s percentage for the purpose of oversight in IEP meetings as they progress through the year.

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.

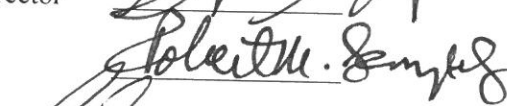
Signatures

Superintendent/Charter School Director



Date 5-3-18

Exceptional Children Director



Date 5-3-18

LEA/Charter Test Coordinator



Date 5-3-18

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 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.