

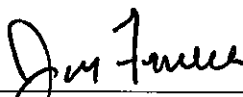
## 1.0 Percent Participation Justification Form 2017–18

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: 150</b>	<b>District/Charter Name: Camden County Schools</b>
<b>Contact Name: Keisha J. Dobie</b>	<b>Contact Title: Director of Special Programs</b>
<b>Contact Phone No.: 252-335-0831, 233</b>	<b>Contact E-Mail: kdobie@camden.k12.nc.us</b>
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. <i>Camden County Schools assures that IEP teams provide an individualized analysis of students who receive instruction through the North Carolina Extended Content Standards. Eligibility for these students is determined by progress monitoring of those who demonstrate significant cognitive disabilities regardless of which one of the 14 categories of disability they may qualify. The recommendation of the alternate assessment by the IEP team provides a valid assessment measure of the abilities of the students who are accessing the general curriculum through the Extended Content Standards. This also fulfills the requirement that all students, including those with disabilities participate in statewide and local testing.</i>	
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: <i>The disproportionality among gender is defined within the students participating in the alternate assessment. One hundred percent of the students participating in the alternate assessment are of the same gender.</i></li> <li>• Plans for how disproportionality will be addressed: <i>The district will continue to collect progress monitoring data and inform IEP teams regarding significant cognitive disabilities and eligibility for alternate assessments. Students will be provided accessibility to the North Carolina Course of Study through either the general curriculum or extended curriculum. Students must be assessed on grade level, with consideration being given to those whose disability significantly impacts adaptive behaviors, requires extensive repetition to make gains in instruction, and use of adapted materials for acquisition of information.</i></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. <i>The district has a high rate of alternate assessment participation in a particular grade level given the formula used to calculate the percentage. In our LEA, having one student in each grade level places us at the one percent participate rate. In this particular instance, even with the grade level percentage of students eligible for the alternate assessment being less than five percent, that still places us over the state cap of 1%. Yearly audits and annual reviews justify the number of students recommended for alternate assessments.</i>	

**Signatures**

Superintendent/Charter School Director



Date

5.4.18

Exceptional Children Director



Date

5/4/18

LEA/Charter Test Coordinator



Date

5/4/18

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director, and testing coordinator. They 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.