

## 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: 160</b>	<b>District/Charter Name: Carteret County Schools</b>
<b>Contact Name: Crystal L Bailey</b>	<b>Contact Title: Director of Accountability</b>
<b>Contact Phone No.: 252-728-4583</b>	<b>Contact E-Mail: crystal.bailey@carteretk12.org</b>
<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>The LEA places the basis for determining Extend 1 Testing Eligibility within the IEP Team’s purview. All students determined by the IEP Team to participate in the extended content course of study are then thereby assessed on the Extend 1 Assessment.</p> <p>The IEP Team determines a student to participate in the extended content course of study if the student has a significant cognitive disability impacting adaptive skills and behaviors with intensive, individualized specifically designed instruction through all content areas in order to make progress in light of the student's circumstances.</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> <p>•Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:</p> <p>Data are analyzed by race/ethnicity, gender, etc. for the LEA’s overall disability population and within specific disability categories and content standards. Using a “Risk/Ratio Calculation,” a specific EC population’s risk of receiving special education and related services or content standards is compared to the risk for all students.</p> <p>•Plans for how disproportionality will be addressed:</p> <p>Based on the “Risk/Ratio Calculation,” patterns or peaks of disproportionality can be identified and criteria to determining eligibility and placement are examined. Within the district, areas of higher extended content standard enrollments can be parsed out to reveal populations or schools requiring additional training.</p>	

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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.

Reviewing district data, students are not fluctuating between Extend 1 test and general assessments. The data reveal a higher density of students taking the Extend 1 in the 5th and 6th grades, and also in the 8th and 10th grades. These densities will be monitored to ensure the population remains consistent as the students rise from grade to grade.. If no fluctuation occurs, this would indicate this is a natural population distribution of students identified for Extend 1 assessments. Population distribution of students taking alternate assessments in grades 3, 4, 7, and 11 is noticeably lower.

All students testing on the Extend 1 and participating in the extended content standards are placed as SEP (separate) and the LRE (least restrictive environment) setting on IEPs. The LEA also provides cluster classrooms for students participating in the extended content standards, this too could falsely identify a high density of students at particular school, but simply be the result of the cluster classroom for extended content standards being housed at that school.

**Signatures:**

Superintendent/Charter School Director

Mat Botha

Date

4-24-18

Exceptional Children Director

Kimberly Lawver

Date

4/24/18

LEA/Charter Test Coordinator

Crystal Bailey

Date

4/24/18

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.

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