

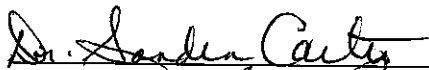
1.0 Percent Participation Justification Form 2017–18

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: 170	District/Charter Name: Caswell County Schools
Contact Name: Nelson Showalter	Contact Title: Director of Exceptional Children
Contact Phone No.: 336-694-4116	Contact E-Mail: nshowalter@caswell.k12.nc.us
<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 style="margin-left: 40px;">For each student identified to participate in the Extend 1 alternate assessments, the case managers will complete a locally created Extend 1 Assessment Criteria questionnaire to document that the IEP team reviewed the students' records regarding their disability and instructional needs to ensure that each student meets each of the required criteria to be assigned to the Extend 1 alternate assessments. Parents will receive an explanation of the differences between the alterbnative Extend 1 assessments versus the traditional EOG/EOC assessments and the determination for eligibility by being deemed as Significant Cognitive Disability eligible.</p> <p style="margin-left: 40px;">If the student does not meet the criteria for significant cognitive disabilities, the student may not be assigned to participate in the Extend 1 alternate assessments.</p> <p style="margin-left: 40px;">See Attachment: 1.0 Percent Participation Justification Form</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"> • Description of how any disproportionality among race, gender, or socioeconomic status groups is defined: <p style="margin-left: 20px;">***Our district acknowledges that it exceeds the federal quota of 1% participation on alternate assessments.</p> <p style="margin-left: 20px;">***Significant Disproportionate Participation: Data has been analyzed by gender, race/ethnicity, economically disadvantaged for the LEA's overall participants in the Extend 1 assessments compared to all participants assessed in State assessments. Our district's low smaller numbers of participation are easily influenced by one or two students.</p> <p style="margin-left: 20px;">***Our district's plan is to use a Risk Ratio model to determine if a category may be consired a disproportionate risk of participation compared all other participants. Subjects and categories are only reviewed if the "N" size factor is 10 or more. If the "N" size meets criteria, then a Risk Ratio Calculation is obtained to determine if there is evidence of a significant risk factor. The district has set the Risk Ratio to be 3.0.</p> • Plans for how disproportionality will be addressed: <p style="margin-left: 20px;">***Our district plans to have IEP teams complete the 1.0 Percent Participation form when Extensions/Extend 1 assessments are considered for appropriate decisions and eligibility to be considered. The district will use a Risk Ratio model to determine if sub-categories are at significant risk of over participation.</p> <p style="margin-left: 20px;">***If the Risk Ratio for a category/subject is 3.0 or greater the district will develop an action plan for that specific sub-category.</p> <p style="margin-left: 20px;">***When disproportionality occurs in the 1.0 Percent Participation guidelines, our action plan will involve a review of the data and relevant factors for such risk, PD for teachers and principals on Extension Curriculum guidelines, reviews of IEP folders to determine appropriate decision process, reconvening IEP meetings if Extension services need to be reviewed.</p> <p style="margin-left: 20px;">***If the trend of risk for over-participation exists for over 2years, the district will request support from NCDPI - Exceptional Children for additional reviews and guidance.</p> 	
<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.</p> <p style="margin-left: 40px;">***A trend that has to be noted is that the district has seen a decline in its ADM due to families moving out of the district, sending the child to charter/private schools, or home schooling. During this period of decline, Caswell's EC numbers have been constant. A small district like Caswell's data is effected with larger increases and declines with smaller baseline figures.</p> <p style="margin-left: 40px;">***Although it is easy too set a figure that mau be considered universally norm, each locality and grouping of children are different. Our figures show a rather expected 1% norm except for a singular year where the numbers increase dramatically. It is hard to say WHY this year but these are students with Significant Cognitive Disabilities.</p>	

Signatures

Superintendent/Charter School Director



Date 4/24/18

Exceptional Children Director



Date 4/24/2018

LEA/Charter Test Coordinator



Date 4/24/2018

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.

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.

Extend 1 Assessment Criteria

In order to ensure that students with Significant Cognitive Disabilities are assessed with the appropriate state assessment, case managers must complete this questionnaire before recommending the Extend 1 assessment as an option to the IEP team. Submit this questionnaire to the EC Director after the IEP team determines the appropriate test assessment with the accommodations.

Student Name: _____

School: _____

Grade: _____

Case Manager: _____

_____ 1) Does the student have a current IEP that describes the child's Significant Cognitive Disability and meets eligibility requirements?

_____ 2) Will the student be enrolled in grades 3-8 or grade 10 or 11 at the time an Extend 1 assessment will be administered?

_____ 3) Is the student instructed in Reading/ELA, Math, and Science using the North Carolina Extended Content Standards?

_____ 4) Is there documentation to show that the student's disability meets the definition of Significant Cognitive Disability? Please describe the evidence used to determine each requirement below.

- The student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently

○ _____

- The student requires extensive and repeated individualized instruction and support to make meaningful gains.

○ _____

- The student uses substantially adapted materials and individualized methods of accessing information in alternative ways

○ _____

_____ 5) Have the parents notified that their child with a Significant Cognitive Disability will be instructed under the Extensions Curriculum and assessed using the Extend 1 format?

Review NCDPI Division of Accountability Services/North Carolina Testing Program: NCEXTEND 1 – Eligibility Criteria (see manual on Testing Students with Disabilities) on the factors that are and are not appropriate reasons for student to be considered as students with Significant Cognitive Disabilities.