

## 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: 180</b>	<b>District/Charter Name: Catawba County Schools</b>
<b>Contact Name: Amy E. Wilson</b>	<b>Contact Title: EC Director</b>
<b>Contact Phone No.: 828-464-8333</b>	<b>Contact E-Mail: amy_wilson@catawbасhools.net</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 *Testing Students with Disabilities* publication when determining student eligibility for participation in the alternate assessment.

Each school year, training is provided to all EC teachers and administrators serving as LEA representatives on the NC EXTEND 1 eligibility criteria. Additionally, each school year, training is provided to all School Test Coordinators on the *Testing Students with Disabilities* manual. All educators who administer or proctor the NCEXTEND1 assessment attend test training prior to the administration of the alternative assessment.

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:

According to Catawba County Schools state assessment participation data for the 2016-17 school year, there appears to be disproportionality with regard to state assessment participation comparisons in the following areas:

Grade/Subject	Gender or Ethnicity	EX1 Participation	All Participation
3/R&M	Male	73.3%	26.7%
3/R&M	Black	20.0%	6.3%
4/R&M	Hispanic	30.8%	16.8%
6/R&M	Male	73.3%	53.3%
6/R&M	Black	20.0%	5.2%
7/R&M	Asian	18.8%	6.9%
8/R&M	Black	11.1%	5.0% R 4.9% M
10/R&M	Male	75%	52.9% R 53.0% M
10/R&M	Asian	16.7%	7.2%
10/R&M	Multi-Racial	8.3%	2.9% R 3.1% M

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Currently Catawba County Schools has not been identified as being disproportionate with regard to eligibility, placement, or discipline of students with disabilities among race, gender, or socioeconomic status groups. The Catawba County Schools Exceptional Children's department has several practices in place to ensure that students with disabilities are identified and placed according to policies defined in the *NC Policies Governing Services for Children with Disabilities (March 2018)*. These practices include:

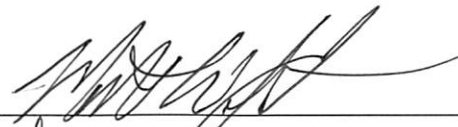
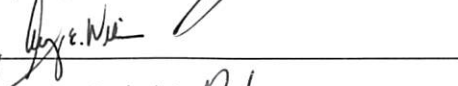

- On-going professional development to all relevant staff on Child Find, Referral Processes, Eligibility, and Reevaluation Processes;
  - On-going professional development to all relevant staff on developing appropriate classroom and state assessment accommodations, alternative curriculum and assessment eligibility criteria, least restrictive educational services and placement decisions and determinations;
  - On-going professional development to all relevant staff on transparent verbal and written communication with parents/guardians;
  - Monthly scheduled problem-solving team meetings (Service Review), where education professionals analyze data, explore ways to improve research based instructional practices, and assist school based staff on improving outcomes for students with disabilities in the least restrictive environment based on the individual needs of students;
  - Voluntary/permissive use of CEIS funds to support at-risk students with behavioral needs in an effort to provide early intervention and support.
- Plans for how disproportionality will be addressed:

Catawba County Schools will continue to implement all of the items listed above. As noted above, Catawba County Schools is not disproportionate with regard to eligibility, placement, or discipline of students with disabilities among race, gender, or socioeconomic status groups. Our accountability data related to participation rates of students on state assessments is determined by IEP teams who are highly trained in aligning curriculum to assessment and the eligibility criteria requirements for alternative assessments. Our overall assessment data shows that we have exceeded the 1% federal/state cap *slightly*, with students grades 3-8 in math and reading taking alternative assessments representing 1.3% and students grades 5-8 & 11 in science representing 1.5%.

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.

Currently Catawba County Schools has adapted curriculum programs in thirteen elementary schools, four middle schools, and five high schools. These programs serve students with a variety of intellectual and physical disabilities. While IEP teams are solely responsible for making continuum/special education placement decisions, Catawba County Schools utilizes a problem-solving process (Service Review) to help school professionals with implementing high quality, research based strategies and services to address student needs in the least restrictive environment. Service Review is scheduled through out the school year and meet at least one time each month.

**Signatures**

Superintendent/Charter School Director		Date	<u>4/30/2018</u>
Exceptional Children Director		Date	<u>4/30/18</u>
LEA/Charter Test Coordinator		Date	<u>4-30-18</u>

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.