

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: 190	District/Charter Name: Chatham County Schools
Contact Name: Kelli Hulsey / Milinda Martina	Contact Title: Executive Directors of Accountability and Exceptional Children
Contact Phone No.: 919-542-3626	Contact E-Mail: khulsey@chatham.k12.nc.us / mmartina@chatham.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>All EC staff members participate in ongoing staff development activities related to NC policies governing services for children with disabilities. Staff development/policy training includes: Child Find, Least Restrictive Environment, as well as Present Levels of Performance – Goals and Objectives, Reevaluation.</p> <p>In addition, IEP teams follow the eligibility criteria provided by DPI in order to determine participation in any of the NCEXTEND1 alternate assessments (See page 127 of the <i>Testing Students with Disabilities Manual</i> ~ August 2017). There is strong collaboration between the EC department and the Accountability department. This collaboration is at both the district and school levels.</p> <p>EC district staff members are involved in the determination of placement on the NCEXTEND1. For example, if a student is moved from general assessment to alternative assessment, the IEP team must provide data to support the change. District EC staff members review the information and participate in the subsequent IEP meeting.</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: 40px;">Disproportionality, in the context of the 1% Participation in the Alternate Assessment, has been defined by the Federal Register on page 88935, paragraph (4)(iv)(C).</p> • Plans for how disproportionality will be addressed: <p style="margin-left: 40px;">The district will continue to determine eligibility for participation in an alternate assessment by ensuring that students meet the criteria and that parents are notified and agree to the placement. In addition, the district will ensure that parents understand the ramifications of taking the alternate assessment.</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>In grades 4 and 7, the school, based on the student’s maturity level and academic progress, may retain the student in those grades prior to transitioning to an exit grade. That is, district procedure has been to deliberately retain students, on an as needed basis, prior to the transition year of matriculation into another school/grade span.</p>	

Signatures

Superintendent/Charter School Director *[Signature]* Date 4/30/2018
Exceptional Children Director *[Signature]* Date 4.24.18
LEA/Charter Test Coordinator *[Signature]* 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 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.