

## 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: 821</b>	<b>District/Charter Name: Clinton City Schools</b>
<b>Contact Name: Emily Pope</b>	<b>Contact Title: EC Director</b>
<b>Contact Phone No.: 910-592-3132</b>	<b>Contact E-Mail: epope@clinton.k12.nc.us</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 style="margin-top: 20px;">In response to data presented from the 2014-15 school year regarding the number of students in Clinton City Schools assessed via the NCEXTEND 1, testing accountability and EC records for identified students were thoroughly reviewed and a Request for Waiver of 1.0 Percent Cap was completed and submitted on 7/14/2015. On 7/24/2015, a memo was received granting this waiver for our LEA based on information submitted. Following this, and beginning with the 2015-16 school year, our LEA has intentionally addressed appropriate decision making for alternate assessments through LEA trainings, record reviews and assistance from NCDPI staff members.</p> <p style="margin-top: 20px;">Continuing with this same level of intentionality and consistency, during the 2018-19 school year, the LEA will ensure that all EC teachers and LEA Representatives receive updated professional development regarding Alternate Assessment decision making including emphasis on characteristics of the students assessed via the NCEXTEND 1, criteria for NCEXTEND1 and medical exemptions and the 1% ESSA requirement. The LEA will continue to review EC records for identified students and initiate reevaluations for any identified students currently assessed via NCEXTEND 1 in which additional data may be required to determine the appropriateness of this decision. The LEA will continue to train and encourage the review of multiple sources of data beyond standardized (IQ, adaptive behavior or academic achievement) measures when IEP Teams are making alternate assessment decisions. To assist in this, the Brigance- Comprehensive Inventory of Basic Skills assessments has been purchased for every Extended Content Standards teacher to</p>	

provide ongoing assessment for students across a broad range of reading/ELA and mathematics skill areas. This criterion referenced information provides very helpful data in addition to traditional measures for IEP Teams making alternate assessment decisions.

In addition, as part of the LEA Self-Assessment and to better address Core Element 3, indicators 3.2 and 3.3, a Google Progress Monitoring Tool was developed for use by all EC teachers and related service providers for IEP goal progress monitoring. Data from this tool helps EC teachers and IEP teams in reviewing which students individually and as a group are making progress and meeting IEP goals and objectives. This information adds to the multiple sources of data that are available to IEP teams and is used consistently to make informed decisions about demonstrated student need, response to instruction and assessment eligibility.

Finally, to assist with IEP team conversations and informed decision making, the LEA will develop a parent brochure outlining the alternate assessment eligibility criteria, comparison of state assessments (EOG and EOC) with NCEXTEND1 and the short and long term outcomes of the eligibility decision. This document will be made available to parents and the general public on the LEA website and provided to parents prior to eligibility meetings so they are more informed and more participative in the decision making process.

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:

As of spring 2017 when spring state tests were administered, approximately 38% of the total student population in the LEA was Black, 27% were White, 3% were American Indian/Alaskan Native, 27% Hispanic, 4% Multi-Racial, 1% Asian and a fraction of a percent Native Hawaiian/Other Pacific Islander. According to a review of LEA assessment participation data for 2016-17 based on 22 students assessed via the NCEXTEND 1 during the 2016-17 school year, the racial breakdown is as follows: 27.2% for Black, 22.7% for White, 0% were American Indian/Alaskan Native, 40.9% Hispanic, 4.5% Multi-Racial and 4.5% Asian. Based on the data, the only racial group with a higher NCEXTEND 1 representation from our total population is our Hispanic student group. Our percentages for White students are fairly commensurate with our total and our Asian and Multi-Racial groups are relatively similar based on the small set size. Our percentages for Black students assessed via NCEXTEND 1 is under the total represented from this population as a whole.

Based on LEA assessment participation data from the 22 students assessed via the NCEXTEND 1 in the spring of 2017, 72.7% were males and 27.2% were females. In comparison to our 2017 April 1 Childcount for all students with disabilities in our LEA at the time of testing, our gender percentages were commensurate with 70% being male and 30% being female.

Our LEA is classified as a low-wealth district with 74.38% of our students receiving free or reduced lunch according to information reported in January of 2016 and used for federal grant reporting purposes in June of 2017. In looking at our LEA assessment participation data from the 22 students assessed via the NCEXTEND 1 in the spring of 2017, 57.9% of students in grades 3-8 were considered economically disadvantaged, while 100% of students in grades 9-12 (a total of 3 students) were considered economically disadvantaged. The percentage for students in grades 3-8 is below the LEA average. The percent at grades 9-12 is based on such a small sample size (3) and should not be considered disproportionate.

- Plans for how disproportionality will be addressed:

Based on data noted above, disproportionality with Hispanic students assessed via the NCEXTEND 1 is noted at 40.9%. This is 20.2% higher than our total Hispanic population for the LEA as a whole. The EC records for these 9 students have been reviewed and formal and informal assessment data has been discussed documenting eligibility for NCEXTEND 1. Continued training and monitoring as noted in the response to Question #2 will be applied to all EC students with careful monitoring of students from Hispanic backgrounds.

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.

Clinton City Schools is a small, city school system with an overall small student population. As with small data sets (grade levels with 2-5 NCEXTEND 1 students assessed), one student can fluctuate the data in a significant way. The addition of one student initially determined eligible or the addition or departure of a student that transfers in or out of the LEA from another in-state LEA, out of state or out of country directly impacts our 1% cap especially in individual grade level subject areas. Based on review of 2016-17 assessment participation data, two students that were included are no longer students in our LEA. Since we are city school system within a larger county system, many of our students transition back and forth between city and county LEA's sometimes multiple times during a school year and are counted with the LEA in which

they were enrolled in on the date of testing and not necessarily the LEA where they received the bulk of their instruction or in which eligibility decisions were made.

**Additional Information-**

For all assessments, the LEA level Testing and Accountability Coordinator ensures that all alternate assessment test administrators are certified staff and have received appropriate test administration training by school level and/or district level testing coordinators as documented by sign in sheets maintained by the LEA.

All students have appropriate access to accessibility features on statewide tests that are routinely provided by the EC Teacher or other designated staff member on benchmark assessments and classroom assessments as indicated by the student's IEP. LEA has instituted Testing Accommodations Notebooks K-12 for consistent documentation of accommodations to all students.

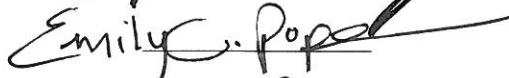
## Signatures

Superintendent/Charter School Director



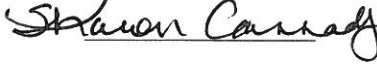
Date 4-30-18

Exceptional Children Director



Date 4-30-18

LEA/Charter Test Coordinator



Date 4-30-18

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.