

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: 260	District/Charter Name: Cumberland County Schools
Contact Name: Julie Aul	Contact Title: Executive Director Exceptionl Children
Contact Phone No.: 910 678-2440	Contact E-Mail: julieaul@ccs.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. The district has started a team problem-solving process to determine if a student meets the criteria for eligibility. The information is collected by the Specialist and brought to the team with documentation to discuss. The Compliance Review team consists of the Lead Psychologist, Compliance Specialist, other Specialist involved who know the child as well as the Director and Exceptional Director. The criteria and checklist are attached for review. Once the team goes through this process, they make a recommendation to the IEP team. Any child who is moving to the Extended 1 alternative assessment must be presented prior to a change on the IEP.</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 style="margin-left: 20px;">Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:</p> <ul style="list-style-type: none"> • In CCS 43% on the Extend 1 are students with Autism, 11% Intellectually Mild, 31% Intellectually Moderate, 9% Intellectually Severe and 6% Multi-handicapped. • Male students on Extend 1 are 76% but in CCS they are 49%, Female 23% but all students are 51%. Of the Extend I students who are economically disadvantaged, 76% are on Extend I while all CCS is at 56%. • Our students on Extend 1 who are black are at 45% with all students at 45%, white 32% with all students at 31%, Hispanic 16% with all students at 11% and Multi is at 3% with all students at 7%. • We exceeded 1% in the area of 11th grade Science. <p style="margin-left: 20px;">Plans for how disproportionality will be addressed:</p> <ul style="list-style-type: none"> • Continue the Compliance review of any student moving to the Extend 1 Alternative Assessment with extra review of male students with Autism • Discuss retention of students in high school with administrators to avoid the 10th and 11 grades so not repeating in the testing grades. Our students are often in school through 22 so have multiple years in high school • 	

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.

CCS receives high school students from Fort Bragg for high school. The base is a base for compassionate assignment for families with children with high medical and disability needs. Our Extend 1 numbers in high school might be larger due to this influx. We also are a very transient school system with a high rate of out of state and in state transfers throughout the school year coming with the alternative assessment.

Signatures

Superintendent/Charter School Director




Date 4-9-18

Exceptional Children Director

 Julie Al

Date 4/3/18

LEA/Charter Test Coordinator

 Ron Pharo

Date 4-9-18

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.

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.

Adaptive Curriculum Eligibility Criteria Checklist- CCR

This form is intended to be used by the Compliance Committee as a procedural safeguard based on information gathered by school teams and specialists using the "Student Data Sheet: Adaptive Curriculum Eligibility Review" form and any accompanying supporting documentation. After the CCR meeting, recommendations will be sent to the school team. School teams can use this document as a reference tool.

Student Name

ID Number

DOB

School

Grade

Teacher

Does the student have an IEP?

Circle: Yes or No

If NO, stop here and refer to school SST

Are student's delays only in the areas of academic achievement?	Yes or No
Are student's delays only in selected areas of academic achievement?	Yes or No
Are student's delays primarily due to behavioral issues?	Yes or No
Is the recommendation for adaptive curriculum based on expected poor performance on the general education assessments?	Yes or No
Is the recommendation for adaptive curriculum based on anticipated disruptive behavior?	Yes or No
Is the recommendation for adaptive curriculum based on anticipated emotional distress?	Yes or No
Is the recommendation for adaptive curriculum based on impact of student scores on the accountability program?	Yes or No
Is the recommendation for adaptive curriculum based on need for accommodations to participate in the assessment process.	Yes or No
Is the recommendation for adaptive curriculum based on a disability category or label?	Yes or No
Is the recommendation for adaptive curriculum based on poor attendance or extended absences?	Yes or No
Is the recommendation for adaptive curriculum based on administrative decision?	Yes or No
Is the recommendation for adaptive curriculum based on an educational environment or instructional setting?	Yes or No
Is the recommendation for adaptive curriculum based on low reading/achievement level?	Yes or No

Student Data Sheet: Adaptive Curriculum Eligibility Review

Student Name ID Number DOB

School Grade Teacher

Date of Review Person Submitting Data

Eligibility label	Current Setting	IEP annual review due:	Last psychological/ educational testing dates:

Ability Scores	Achievement Scores	Adaptive Behavior Scores	Other scores

In the sections below, please list additional information detailing the types of individualized instruction and supports needed for this student. Include examples of adaptations and alternative teaching approaches used for this student. Gather examples of modified and/or adapted tasks or assignments and provide to your program specialist. Feel free to add additional boxes if needed.

Section 1: Adaptations (environmental and instructional tasks) (Teacher will complete this section.)

Instructional Task Example: Teacher adapted a multiplication lesson by teaching the subskill of single digit addition. She used an "adding mat" template as a visual support and used counting bears to have the student create two sets and then demonstrated how to combine them. The student needed assistance to count the new set.

Environmental Adaptation Example: Student does not show fear of dangerous situations and all objects such as scissors, hand sanitizer, and small objects have had to be removed and locked away from the student.

--

Section 3: Specialist Supports
(Specialist will complete this section.)

What supports were provided to help the teacher and staff address the needs of this student. Provide examples of training, coaching, and materials provided.

Date	Type of training, coaching or materials provided to the teacher

Are samples or pictures of adapted materials included with this document?	Yes or No
---------------------------------------------------------------------------	-----------