

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: 280	District/Charter Name: Dare
Contact Name: Dawn Edwards	Contact Title: Director of EC Programs
Contact Phone No.: 252-480-8888 X1926	Contact E-Mail: edwardsda@daretolearn.org
<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>Training of administrators and IEP Chairs is conducted on the <i>Testing Students with Disabilities</i> publication each year to ensure teams are adhering to the eligibility criteria described when determining whether an alternate assessment is appropriate.</p> <p>Each IEP Team discusses the current functioning of the student as it relates to his/her significant cognitive disability. The student's disability must have an impact on adaptive behaviors (those skills which are essential for independent living and functioning) and the student must require extensive and repeated individualized instruction and support using substantially adapted materials and individual methods of accessing information in alternative ways in order to make meaningful gains. The Team's testing decision is noted on the DEC 5 along with the reasons for that decision.</p> <p>In addition, The EC Director reviews the list of students who are participating in the alternative assessment periodically throughout the school year. Each student is monitored in order to be certain he or she has a significant disability as described above, as well as being instructed using the NC Extended Content Standards in all assessed areas.</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>NCDPI-Accountability Division provided data which indicated areas of disproportionality based on Every Student Succeeds Act (ESSA) and students who participate in the NC Testing Program taking the Grades 3-8 EOGs compared to the Extend 1. The Accountability Division identified disproportionality for Dare County Schools Extend 1 is as follows:</p> <ul style="list-style-type: none"> ○ Participants taking Grades 3-8 Reading and Math EOGs totaled 2,497 district-wide compared to 33 in the Extend I, which equals 1.3% slightly exceeding the 1% of students assessed in a subject area with the Extend 1. ○ Participants taking Grades 3-8 Reading and Math EOGs regarding gender: 51.3% of males and 48.7% of females compared to 75% of males and 24.2% of females participated in the Extend 1 	

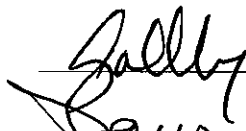
- Participants taking Grades 3-8 Reading and Math EOGs regarding Socio-Economically Disadvantaged: 41.4% compared to 54.5% participated in the Extend 1.
- Participants taking Grades 3-8 Reading and Math EOGs regarding ethnicity: Hispanic 15.4% compared to 18.2% participated in the Extend 1; Black 2.4% compared to 3% participated in the Extend 1; and Multi-racial 3.9% compared to 12.1% participated in the Extend 1
- Participants taking Grades 5/8 Science EOG regarding gender: 53.7% of males and 46.3% of females compared to 75% of males and 25% of females participated in the Extend 1
- Participants taking Grades 5/8 Science EOG regarding ethnicity: Multi-racial 3.5% compared to 8.3% participated in the Extend 1; white 78.2% compared to 91.7% participated in the Extend 1
- Plans for how disproportionality will be addressed:
 - Continued training of administrators and IEP Chairs will be conducted on the Testing Students with Disabilities publication each year to ensure teams are adhering to the eligibility criteria described when determining whether an alternate assessment is appropriate.
 - Continued IEP Team discussions about the current functioning of the student as it relates to his/her significant cognitive disability. The student's disability must have an impact on adaptive behaviors (those skills which are essential for independent living and functioning) and the student must require extensive and repeated individualized instruction and support using substantially adapted materials and individual methods of accessing information in alternative ways in order to make meaningful gains. The Team's testing decision is noted on the DEC 5 along with the reasons for that decision.
 - Continued compliance with offering and providing parent participation for IEP based decisions to include alternative assessment.
 - Training for IEP Chairs to ensure DEC 5 Prior Written Notices include clear notice regarding outcomes for curriculum and graduation for children participating in the Extend 1.

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.

- No additional justification variables to enter.

Signatures

Superintendent/Charter School Director



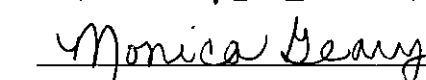
Date 4/23/18

Exceptional Children Director



Date 4/23/18

LEA/Charter Test Coordinator



Date 4/23/18

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.