

**Durham Public Schools  
1.0 Percent Participation  
Justification Form 2017–18**

**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:** 320

**District Name:** Durham Public Schools (DPS)

**Contact Name:** Dr. Julie Spencer

**Contact Title:** Asst. Superintendent Research & Accountability

**Contact Phone No.:** 919-560-2027

**Contact E-Mail:** [Julie.Spencer@dpsnc.net](mailto:Julie.Spencer@dpsnc.net)

**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.**

Durham Public Schools implements the following measures to assure that Individualized Education Program (IEP) teams adhere to eligibility criteria for the alternate assessment:

- Professional development is provided to DPS EC facilitators, EC teachers, School Test Coordinators and school administrators regarding the essential information and requirements for statewide testing for students with disabilities. DPS reviews the NCDPI criteria for the alternative assessment multiple times each year.
- EC Leadership will review the disaggregated data at the beginning, middle and end (60 days prior to EOG/EOC testing) of each school year to ensure that all students listed are appropriately identified per the criteria put forth by NCDPI.
- The EC Department's folder audit process, which randomly samples a percentage of EC student files from each school will continue to analyze this component of the IEP, along with many other key requirements per the EC Division's folder audit processes and documentation.
- Research and Accountability will continue to audit the quality of all EC student data and its compliance with the prescribed criteria.

**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:**

DPS designs disproportionality among race, gender, and socioeconomic status using the Relative Risk ratio (RR). The Relative Risk (RR) for each group of students participating on the alternate assessments should not exceed 1.5 times the rate at which that group is represented of all test takers.

**Rationale:**

The state estimates that it will also exceed its cap the on alternate assessments in all categories except 2 (Math & ELA at grade10). DPS continues to outpace the state in the identification of AU, IDMO, IDSE, and MU students on the December 1, 2017 headcount.

**2016-2017 Percentages of students by subgroup taking the alternate assessments (X1) compared to the Percentages of all student test-takers by subgroup.**

*Source: DPS – Research and Accountability Department*

EA	Grade	Subject	Num	Den	Percent	Male pct X1	Male pct All	Female pct X1	Female pct All	Eds pct X1	Eds pct All	Hisp pct X1	Hisp pct All	Amin pct X1	Amin pct All	Asia pct X1	Asia pct All	Black pct X1	Black pct All	White pct X1	White pct All	Mult pct X1	Mult pct All
20	All38	RD	200	14229	1.40%	71.00%	50.30%	29.00%	49.70%	76.00%	63.10%	25.00%	30.80%	0.50%	0.40%	3.00%	2.30%	57.50%	45.40%	13.50%	17.80%	0.50%	3.20
20	All38	M/A	198	14239	1.40%	70.70%	50.30%	29.30%	49.70%	76.30%	63.10%	24.20%	30.80%	0.50%	0.40%	3.00%	2.30%	57.60%	45.40%	14.10%	17.80%	0.50%	3.20

	<i>Relative Risk of participation on the alternate assessments in Math</i>	<i>Relative Risk of participating on the alternate assessments in Reading</i>
<b>Male</b>	1.41	1.41
<b>Females</b>	0.59	0.58
<b>EDS</b>	1.21	1.20
<b>Hispanics</b>	0.79	0.81
<b>Amin</b>	1.25	1.25
<b>Asian</b>	1.30	1.30
<b>Black</b>	1.27	1.27
<b>White</b>	0.79	0.76
<b>Multi</b>	0.16	0.16

Method:

DPS students will be disaggregated by gender, race, socio-economic status (EDS), and participation in the alternate assessments in reading and in math.

If in any subgroup the relative risk ratio for alternate assessment participation exceeds 1.5, the subgroup will be considered over-represented in that subject area.

RR Calculation:

Relative Risk Ratio (RR) = (% of subgroup on the alternate assessment) ÷ (% of all student test-takers in that subgroup)

A RR=1 means students in that subgroup on the alternate assessments participate at the same rate as all peers in that subgroup

A RR=2 means students in that subgroup on the alternate assessments participate at twice the rate as all peers in that subgroup.

**Plans for how disproportionality will be addressed:**

- The EC Data Analyst will request disaggregated data from Research and Accountability at the beginning of each school year to review the data and see where additional training may be required.
- Review of the data will also provide assurance that students identified as eligible for the NCEXTEND1 alternate assessment meet the criteria. IEP teams will be required to convene to review IEP decisions for students inappropriately identified. Amendments to IEPs will be made as deemed appropriate by IEP teams.
- The criteria for the NCEXTEND1 alternate assessment is reviewed with our EC separate staff at a mandatory Professional Development sessions at the beginning of the year and in test trainings for School Test Coordinators throughout the school year. Our EC Facilitators and Lead Staff meet monthly to review testing protocols and EC procedures. All sessions are mandatory for our staff.
- Resources explaining the criteria for the NCEXTEND1 alternate assessment are available on both the EC and Research Accountability department intranet websites.

**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.**

Potential variables that may be essential to understand why Durham Public Schools has a higher rate of students participating in the alternate assessments:

- DPS has established and implemented effective and efficient district Child Find procedures for students ages 3-21 leading to greater numbers of students identified with significant cognitive disabilities.
- Durham is located in a medically advanced and technology rich part of the state which draws families to our county and schools so their children can receive the type and quality of services needed. The percentage of students eligible and served in specific low incidence categories exceeds that of the state. The higher number of high need students impacts our percentage of students participating in alternative assessments.

## Signatures

Superintendent/Charter School Director

*Pascal Ambanga*

Date 5/1/18

Exceptional Children Director

*Kyle G. Sullivan*

Date 4/26/18

LEA/Charter Test Coordinator

*E. Dugnt*

Date 4/26/18

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.