

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: 210	District/Charter Name: Edenton-Chowan
Contact Name: Tanya Turner	Contact Title: Assistant Superintendent
Contact Phone No.: 252-482-4436	Contact E-Mail: tturner@ecps.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 style="margin-left: 40px;">The IEP team uses the Alternate Assessment Decision Making chart when determining whether a student qualifies for a significant cognitive disability. Criteria that is used to determine this include:</p> <ul style="list-style-type: none"> - IQ score - Adaptive behavior is significantly delayed - Student requires extensive individualized instruction and substantially adapted materials - Student cannot be instructed on the SCoS 	
<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;">In 5th grade, there is no disproportionality by gender or race. 2 students are male, 2 are female, 2 are African American and 2 are White. In 8th grade, 80% of the students qualifying are male and 20% female, and all are African American. This grade level does show disproportionality. In 11th grade, 66.7% are females and 33.3% males showing a flip in the disproportionality compared to 5th grade. There is no disproportionality in race in 11th grade as there are 33.3% African American, 33.3% Asian, and 33.3% White.</p> <ul style="list-style-type: none"> • Plans for how disproportionality will be addressed: <p style="margin-left: 40px;">The disproportionality that is shown has no pattern across the system as one grade has no disproportionality and the other two are exactly opposite of one another. Due to the size and location of our system, we feel that we are doing everything we are supposed to do to adequately identify students and address their needs.</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 style="margin-left: 40px;">Edenton-Chowan is a very small rural district in high poverty. When looking at all grades 3-8 for reading and math, our district does not exceed the 1% because the denominator is higher. (10/970) Only when you separate the grade span by individual grades does our district exceed the 1%. For grade 11, we had only 142 students and 3 of them were on Extended Content Standards which exceeded the 1%. All of these students in each case met the criteria established by the state and followed the decision making chart for placing students on an Alternate Assessment.</p>	

Signatures

Superintendent/Charter School Director

Date 3-27-18

Exceptional Children Director

Date 3-27-18

LEA/Charter Test Coordinator

Date 3-27-18

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.