

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: 330	District/Charter Name: Edgecombe County Public Schools
Contact Name: Reida Smith Roberts, Ed.D	Contact Title: EC Director
Contact Phone No.: (252) 641-2671	Contact E-Mail: rroberts@ecps.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>Edgecombe County Public Schools is committed to adhering to eligibility criteria when determining eligibility for participation in the alternate assessment. EC teachers undergo annual training on least restrictive environment (LRE) and free and appropriate education (FAPE) through face-to-face professional development. District support staff attend trainings on transitions that help us improve placements during critical placement decision years such as kindergarten and 9th grade. All ECPS staff have access to support documents posted on the website and LiveBinder. A team of district psychologists and support staff meet weekly to manage requests for testing from IEP teams at schools and ask for corrective actions for requests that do not meet compliance measures.</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>Disproportionality is defined in our district as overrepresentation of a status group in the area of special education eligibility, course failure, and discipline suspensions. The district support staff monitors eligibility reports that indicate potential patterns for overrepresentation in race, gender, and socioeconomic status groups. Specifically, a team of support specialists have met at least quarterly to review the Indicator 11 Timely Placement Report in CECAS to determine patterns in placement at individual schools.</p> <ul style="list-style-type: none"> • Plans for how disproportionality will be addressed: <p>Two years ago, the district implemented the Generating Alternative Paths (GAP) program to provide mentoring alternatives to elementary students with behavior concerns who would otherwise be suspended from school. This school year, we expanded GAP to two locations in the district and the result was that ECPS was removed from the disproportionate discipline list. We have also initiated a district-wide behavior support application that can provide consultation services for students with a variety of behavior concerns including those concerns influenced by autism and unmet behavioral health concerns. We believe these two initiatives prevent students from being overserved and over-identified in special education.</p>	


1.0 Percent Participation Justification Form 2017–18

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.

ECPS is an economically disadvantaged area with limited options for treatment outside of the school district. We take the trust that parents have for our services very seriously and are committed to providing the least restrictive environment and a free and appropriate education for all students.

Signatures

Superintendent/Charter School Director


Sharon Smith

Date 4/26/18

Exceptional Children Director


Keida Roberts

Date 4/26/18

LEA/Charter Test Coordinator


Janet Morris

Date 4/27/18

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.