

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. MATT COMPTON 336.617 5900	
3-Digit LEA/Charter Code: 47L	District/Charter Name: GATE CITY CHARTER
Contact Name: MATT COMPTON	Contact Title: DEAN
Contact Phone No.: 336 617 5900	Contact E-Mail: 105.mcompton@nhaschools.com

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.

SPED team members discuss this information early in the year in the PLC meeting. Additionally, case managers who work with students for whom this is an option discuss the criteria with the Dean of SPED and/or the testing coordinator prior to the IEP meeting so that the criteria can be fully explained to the IEP team. The testing coordinator meets with the SPED team 3-4 times per year to discuss testing accommodations and procedures including but not limited to alternative assessments.

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: Disproportionality is defined based on the number of students eligible to take the alternative assessment given criteria, one, two and three as defined in the *Testing Students with Disabilities* publication - that is we consider students who have an IEP, in grades 3-6, and are instructed using the Extended Content Standards. There is no disproportionality among students who could qualify to take the Extend One - considering those who do and those who do not.
- Plans for how disproportionality will be addressed:
 Gate City will continue to follow state and Federal guidelines on placement on the extended standard and continue to provide PD to staff. As a school of choice functioning under charter school rules we have to accept all students who apply and are chosen via the lottery. Therefore, as stated we may have no voice in decisions that put us over 1% not only in testing but others as well.

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.

Our school is projected to be .5% percent over the cap (1.5%) for 2017-18. Last year we were under the cap. Our school is in its second year as a school, and the majority of the alternative assessments initial determinations were made at other schools. Since 2016, our school has transitioned one student from the Extend One to the grade level EOG with accommodations. However, through other transitions our population of students taking the alternative assessment has grown: two new students transferred to our school in the current school year already taking the alternative assessment. The IEP teams of two students who are third graders and will be participating in state testing for the first time determined that the best decision for those students was to take the Extend One based on the criteria outlined in the *Testing Students with Disabilities* publication.

Signatures

Superintendent/Charter School Director	<u>N. Robertson</u>	Date	<u>5/3/18</u>
Exceptional Children Director	<u>Walt Cooper</u>	Date	<u>5/3/18</u>
LEA/Charter Test Coordinator	<u>Jana Pitts</u>	Date	<u>5/3/18</u>

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.