

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: <u>370</u>	District/Charter Name: <u>Gates County Schools</u>
Contact Name: <u>Chanté Jordan</u>	Contact Title: <u>Exceptional Children's Director</u>
Contact Phone No.: <u>(252) 357-1113 ext. 25</u>	Contact E-Mail: <u>jordancl@gatescountyschools.net</u>
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. <div style="font-family: cursive; font-size: 1.2em; margin-top: 20px;">see document attached</div>	
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. <ul style="list-style-type: none"> Description of how any disproportionality among race, gender, or socioeconomic status groups is defined: <div style="font-family: cursive; font-size: 1.2em; margin-top: 20px;">see document attached</div> <ul style="list-style-type: none"> Plans for how disproportionality will be addressed: <div style="font-family: cursive; font-size: 1.2em; margin-top: 20px;">see document attached</div>	
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. <div style="font-family: cursive; font-size: 1.2em; margin-top: 20px;">see document attached</div>	

Signatures

Superintendent/Charter School Director

Dr. Baybill

Date

4/27/2018

Exceptional Children Director

Chantel Jordan

Date

4/27/2018

LEA/Charter Test Coordinator

Lois N. Reuther

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.

2. The district will assure that IEP teams are adhering to the eligibility criteria as outlined in the Testing Students with Disabilities publication with determining student eligibility for participation in alternate assessments by:

I. Considering the following information

- A. Description of the student's curriculum and instruction, including data on progress
- B. Classroom work samples and data
- C. Examples of performance on assessment tasks to compare with classroom work
- D. Results of district-wide alternate assessments
- E. Results of individualized reading assessments
- F. IEP information including:
- G. Present levels of performance

II. Providing professional development for IEP team members and other educators on the nature of the alternate assessment and who should participate in it.

III. Provide information sessions for parents of students with disabilities so that they can participate in the IEP decision-making process about the assessment in which their child participates.

3A. Disproportionality among race, gender, or socioeconomic status groups will be defined by the overrepresentation of students from a specific group in the special education program.

3B. Disproportionality will be addressed by developing a Significant Disproportionality Coordinated Early Intervening Services Plan and reserving a percentage of IDEA grant funds to support improvement.

4. Student participation in the Extend I Alternate Assessments has been consistent as this cohort of students has transitioned through grades 3-12 and participated in courses with stated mandated testing requirements. All students meet eligibility including participation in the Extended Content Standards and based upon the recommendation of the IEP team.