

1.0 Percent Participation Justification Form 2017-2018

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: 400	District/Charter Name: Greene County Schools
Contact Name: Doris Brown	Contact Title: Exceptional Children's Director
Contact Phone No.: 252-747-3425	Contact E-Mail: dorisbrown@greene.k12.nc.us

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.

Greene County Schools follows all Policies Governing Services for Children with Disabilities regarding identifying students with significant cognitive disabilities and who may require access to assessment via alternative forms of assessments. All students who participate in alternate assessment participate in the alternate achievement standards (ELA/Math and Science) as outlined in NC 1503-4.1 (2)(ii). IEP teams follow the alternative justification policy of the Testing Students with Disabilities manual (Aug. 2018) to assist and guide in the decision making process. Grade level enrollment of students is verified through our authoritative source, PowerSchool. Teachers, along with compliance staff and Director as needed participate in IEP meetings with parents regarding alignment of goals to the alternate achievement standards. Parent permission is a required component. Staff members work closely with families in regards to informing and ensuring they understand what it means to participate in alternate assessment as it relates to post secondary ramifications and high school diplomas. These discussions are held annually with parents and teachers. Continued use of alternate assessment decisions are based on student data aligned with goals and objectives as well as progress monitoring data towards meeting those goals.

Students who are currently participating in alternate assessments in Greene County Schools have been determined by IEP teams based upon input from parents, assessment results, student progress and achievement as requiring this particular form of assessment in order to access statewide 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 as significant overrepresentation based on race and ethnicity within an

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educational setting, eligibility identification or disciplinary sanctions as outlined in NC 1505-3.6 (a). Greene County Schools at this time has not been identified as disproportionate in either of the aforementioned areas regarding our significantly disabled student population.

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

If found to be disproportionate, Greene County Schools would revisit current practices as well as take a closer look at individual students and student data to determine if patterns of inequity exist. If found, our district would develop plan entailing training and a closer monitoring of eligibility and instructional practices. On-going dialogue with staff and parents would be a primary focus and target area around access and alternate achievement standards.

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.

Greene County Schools is a small rural school district of Eastern North Carolina. Our current April 1 Headcount was 310 EC students from a total ADM of 3010, which identifies 10.3% of our population as a student with a disability. Of this population 38/310 students receive instruction based upon the alternate achievement standards. 18/38 are in tested grades. Over the past two years, Greene County Schools has experienced an increase of transfer students coming to us already placed on alternative achievement standards, coupled with the this is the fact that we are also experiencing an increase of the number of students coming into our Pre-K setting and remaining in district who require much higher levels of service than before.

Signatures

Superintendent/Charter School Director

Patrick C. Yell

Date

4/20/18

Exceptional Children Director

Steve Brand

Date

4-20-18

LEA/Charter Test Coordinator

Cathy H. Williams

Date

4/20/18

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.