

## 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.	
<b>3-Digit LEA/Charter Code: 410</b>	<b>District/Charter Name: Guilford County Schools</b>
<b>Contact Name: E. Clarke Goodman</b>	<b>Contact Title: Director of Assessment Coordination</b>
<b>Contact Phone No.: 336-370-2350</b>	<b>Contact E-Mail: goodmae@gcsnc.com</b>
<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 Testing Students with Disabilities publication when determining student eligibility for participation in the alternate assessment.</p> <p><b>Guilford County Schools provides standardized training for Individualized Education Program (IEP) teams in making decisions regarding the placement of students on the Extended Content Standards and the alternate assessment (NCEXTEND1). This training includes General Curriculum and Extended Content Standards Crosswalk tools and the analysis of present levels of performance (assessment data) for decision-making based on the unique needs of the student. In addition, each school is assigned an EC Coordinator who provides direct consultation for IEP teams understanding the criteria for Extended Content Standards and the alternate assessment.</b></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"> <li>• Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:</li> </ul> <p><b>To determine disproportionality with the group of students on the extended content standards, GCS calculates the risk ratio for each subgroup. We place any risk ratio higher than 2.0 in a given year on a watch list and take action for any ratio higher than 3.0.</b></p> <ul style="list-style-type: none"> <li>• Plans for how disproportionality will be addressed:</li> </ul> <p><b>The Exceptional Children’s Department and Psychological Services review and conduct analysis of monthly data reports of new students referred for an evaluation for special education, current students with Individualized Education Programs (IEPs), and Re-evaluation data. Discipline data by disability, race, gender, etc. is also reviewed on a monthly basis at the Cabinet-level and with Principal Supervisors. School Intervention Support Teams (IST) receive annual and ongoing training specific to analyzing comprehensive data and how factors of disproportionality with race, gender, or socioeconomic should be mitigated. IST Teams and staff place emphasis on problem solving and data driven instructional decision making, across all tiers, that includes assurances with core instruction, supplemental support, intensive support for students referred to special education and with IEPs. By training and working with IST teams to identify deficits early and put in place research-based interventions, this accelerates the growth of those students with emerging foundational skills and supports plans for how Guilford County Schools addresses disproportionality.</b></p>	

3. (Con.)

The Exceptional Children and Psychological Services departments ensure updated and culturally sensitive assessments are used when conducting evaluations for Special Education. School Psychologists and staff attend multiple trainings on the cultural and linguistic loading of various assessments and how we can minimize the impact that race, gender, and SES have on evaluation outcomes. Plans and practices emphasize that psychological testing data/scores are only one component of a comprehensive evaluation and should be taken into consideration when evaluating the whole child. In addition to race, gender, or socioeconomic status, a "best practice" document for assessing English Language (EL) students has been used as a training resources and with IST Teams, and includes the gathering and proper interpretation of evaluation results.

Psychological Services has also been at the forefront to move the district towards implementing the school improvement model titled Multi-Tiered System of Supports and fully endorsed by the Council of Great City Schools as the best way districts can move towards reducing disproportionality, which has been verified through multiple research studies. Positive Behavior Interventions and Supports (PBIS) training, coaching, and implementation also occurs in Guilford County Schools. Proper implementation of PBIS has clearly shown to reduce disproportionality with regards to Office Discipline Referrals (ODR), In School Suspensions (ISS), and Out of School Suspensions (OSS).

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.

Guilford County Schools is likely to exceed the 1.0% ceiling for administering the 2017-18 NCEXTEND1 alternate assessments for all grades and courses. The current overall projection is 1.2%. Guilford County Schools has four public separate schools which provide for the educational needs of our most significantly impacted students. As a result, many parents move to Guilford County in order to access services they feel are lacking in other districts. More than 25% of the district's NCEXTEND1 students attend these four schools.

Guilford County has numerous charter schools within its borders. There are approximately 4,300 students attending these charter schools who are in state tested grades and courses. None of these schools serve students using the Extended Content Standards. Guilford County also has 36 non-public schools which serve in excess of 4,000 students in the state tested grades and an additional estimated 4,600 K-12 home school students. These non-public and home school students are generally not ones who would be designated to be instructed through the Extended Content Standards. As such, adaptive curriculum students are a part of the Guilford County Schools' total quantity of NCEXTEND1 students while the approximate 13,000 non-adaptive curriculum students decrease the total number of Guilford County Schools students. With approximately 50,000 GCS students being administered End-of-Course and End-of-Grade tests each year, these amounts decrease the district's denominator, while having little or no affect on the numerator. Thus, there is an increase in the percentage of NCEXTEND1 tests being given in Guilford County Schools beyond the 1% threshold.

#### Signatures

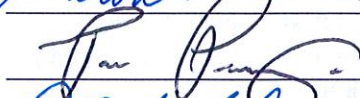
Superintendent/Charter School Director



Date

5/1/18

Exceptional Children Director



Date

5/1/18

LEA/Charter Test Coordinator



Date

5/1/18