

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: 420	District/Charter Name: Halifax
Contact Name: Tyrana Battle	Contact Title: Asst Superintendent of Curriculum & Instruction
Contact Phone No.: (252) 583-5111	Contact E-Mail: battlet@halifax.k12.nc.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>The district will provide professional development at the beginning of the year on the characteristics of students who receive an alternate assessment for testing to Exceptional Children and LEA Representatives. A supplemental document will be attached to the IEP verifying that the team reviewed the eligibility criteria prior to make the decision for alternate assessment testing. Once students have been identified the IEP Team will work in conjunction with the school testing coordinators to ensure teachers receive training in the administration of the alternate assessment and applicable accommodations prior to the testing window. Teachers will be encouraged to utilized released testing form to prepare for testing.</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 represents a significant increase or decrease of 10% or more within a subgroup when compared to the general testing population. The district will review student participation data for the alternate assessment and disaggregate the data by race, socioeconomic status, and gender. Significant disproportionality will be determined by a review of the enrollment data and/or identified student need as evidenced by the IEP.</p> <ul style="list-style-type: none"> • Plans for how disproportionality will be addressed: <p>The district will compare the percentage of students taking the alternate assessment at grade 3 versus Grades 4-7 versus Grade 8 versus high school. Based on evaluation of current data, a decrease in the total number of students requiring the alternate assessment has been noticed in grades 3, 4, 5, 8 and 10. Our data indicates the greatest percentage of students receiving the alternate assessment are at Grades 4 (4.1%) and 5 (4.6%) when compared the general testing population. The data also indicates that 100% of the students receiving alternate assessments spend more than eighty percent (80%) of their day in the self-contained special education setting with intensive supports. The IEP Teams use classroom and student achievement data during the IEP development process to make the decision to use an alternate assessment for testing.</p>	
<p>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.</p> <p>Based on current enrollment of students with significant cognitive deficits, the female population displays a disproportionate representation; however, disproportionality will be a persistent issue in Halifax County due to declining enrollment numbers while the percentage of students with significant cognitive disabilities remain unchanged.</p>	

Signatures

Superintendent/Charter School Director

Eric L. Cunningham

Date

5/4/18

Exceptional Children Director

Cynthia W. Delwaine

Date

5/4/18

LEA/Charter Test Coordinator

LaVanya McE

Date

5/4/18

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.