

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: 450	District/Charter Name: Henderson County
Contact Name: Lynn Metcalf	Contact Title: Exceptional Children's Director
Contact Phone No.: 828-697-4566	Contact E-Mail: llmetcalf@hcpsnc.org
<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>Henderson County will continue to provide Professional Development to ensure the understanding of the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment. The EC department will continue to pull and audit some of the files of students on Extend 1 in our in-house audits conducted each year to ensure we are adhering to the eligibility criteria.</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: When investigating disproportionality Henderson County Public School (HCPS) defined it as a 10 percentage point difference between the full population/demographic break down and students participating in the extended content standards testing. Looking further into the data HCPS identified 1 area of disproportionality which is between males and females. Data shows that the full population participating in State testing in grades 3-10 is comprised of 53.9% Males and 46.1% Females; upon aggregation of this data it was found that 62.7% Male and 37.3% Females make up the students participating in an alternate assessment. That is a 10.3 percentage point difference which meets the qualifications outlined above for disproportionality. • Plans for how disproportionality will be addressed: This disproportionate area will be addressed during our annual in-house compliance check. The team will review IEP folders with the criteria outlined by NCDPI Division of Accountability Services to ensure that the student meets the qualifications outlined. The leadership team for the EC department has also asked all School Based Administrators to contact one of us to participate in any IEP meeting where the team will be considering the Extended Content Standards to ensure compliance with the qualifications. 	
<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><small>Each IEP team determined that the students met the criteria as a student with a significant cognitive disability and learning needs would be best met through the NC Standard Course of Study Extended Content Standards. Over the past several years, Henderson County Public Schools exceptional children count has remained fairly stable between 14- 14 1/2% of the student population. The percent of students counted as proficient through alternate achievement standards has remained fairly stable as well, just under or just over 1% annually. This year, at 1.1%, the scores are just over the cap. Annual variations reflect the effect of mobility, changing demographics and instructional practices. Henderson County has a stable core population; however, there is also a highly mobile segment. We are frequently told by families moving to this area with already identified students that they chose Henderson County because of the strength of the Exceptional Children's services. Additionally, the nearby medical facility's outstanding neonatal unit is increasing the infant survival rate which in turn is increasing the number of students surviving with significant disabilities. For example, the preschool headcount increased from 107 in April 2017 to 122 in 2018. Professional development for teachers of students with significant cognitive disabilities has increased in the last few years. Teachers are more effectively using the Extended Content Standards and demonstrators to guide instruction with students at the pre-symbolic, early symbolic or symbolic access points. Students are increasingly prepared to meet proficiency standards.</small></p>	

Signatures

Superintendent/Charter School Director



Date

4/16/18

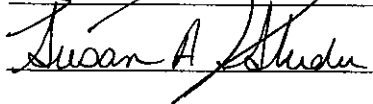
Exceptional Children Director



Date

4/16/18

LEA/Charter Test Coordinator



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.