

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.

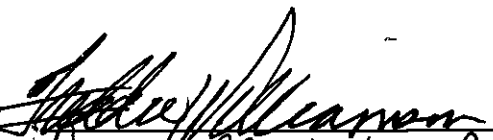
1. Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.	
3-Digit LEA/Charter Code: 470	District/Charter Name: Hoke County Schools
Contact Name: Lynn Blackshear-Ray	Contact Title: EC Director
Contact Phone No.: 910-875-8009	Contact E-Mail: lray@hcs.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> <ul style="list-style-type: none"> • The district has developed a training program reviewing and detailing the requirements for qualification for EXT 1 assessments based on the <i>Testing Students with Disabilities</i> publication. This training has been delivered to EC Teacher's serving students on the extended content standards, and will be expanded to be delivered to all Exceptional Children's teachers, administration, counselors and staff involved in the referral and/or assessment process. • District training in administration of the EXT 1 assessment for all teachers, proctors and testing coordinators to ensure fidelity of administration across the county. Training will also be provided by the testing and accountability office to the testing coordinators at each school to ensure adherence to testing protocols. • The Exceptional Children's Department will develop a checklist for teachers to aid with review of data to ensure students placed on the EXT 1 curriculum meet the criteria for placement on the extended content standards and assessment. • The Exceptional Children's Department will develop district level team to continuously review and disaggregate data to ensure adherence to EXT 1 qualification criteria, fidelity of administration of assessment and progress of students on the EXT 1 assessment. • Targeted information/training provided to specific grade levels to ensure understanding of the EXT 1 process and program during key transition years (targeting 3rd and 8th grade teachers in both general and exceptional children's). • The Exceptional Children's Department review of EXT 1 assessment data, evaluation data for students on the extended content standards and criteria for placement on the extended content standards have identified specific schools and/or teachers requiring more targeted training on criteria for placement, administration of EXT 1 assessment and collection of data necessary to determine placement on extended standards. • Continue to provide training on specific disability categories (targeting Autism, which represent a higher proportion of our EXT 1 students). This training will focus on appropriate identification, strategies and instructional approaches to ensure students are receiving appropriate instructional practices and support. 	
<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: • Based on data, our students taking the EXT 1 assessment are comprised of the following for grades 3-8 and 10: <ul style="list-style-type: none"> ◆ 2.26% male, .98% female ◆ 2.27% Asian (47 total, 1 EXT1) ◆ 1.66% Black (1622 total, 27 EXT1) ◆ 2.01% American Indian (446 total, 9 EXT1) 	

- ◆ 1.04% 2 or more (381 total, 4 EXT1)
 - ◆ 1.73% White (1268 total, 22 EXT1)
 - ◆ .97% Hispanic (1129 total, 11 EXT1)
 - Within our county a disproportionate number of male students are represented on the EXT1 (2.26%), as well as a higher average of American Indian students (2.01% of total population on EXT1). While the Asian subgroup demonstrates a 2.27% of the total population on EXT1, this data should be read with caution due to the low number students (47) represented in this total population.
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- Plans for how disproportionality will be addressed:
 - The Exceptional Children's department has developed a training program to ensure that teachers are adhering to criteria for placing students on the Extended Content Standards and EXT 1 assessment program.
 - The Exceptional Children's Department will develop a checklist for teachers to aid with review of data to ensure students placed on the EXT 1 curriculum meet the criteria for placement on the extended content standards and assessment program.
 - Provide culturally responsive training targeting subgroups that are disproportionality represented on the EXT1 assessments.
 - The Exceptional Children's Department will collaborate with HCS Indian Education Program who will focus on instruction and improving outcomes for American Indian students.
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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.
- Hoke County serves a high population of militarily connected students. These families are stationed at Ft. Bragg. District data indicates that approximately 1.7% of students on EXT 1 are military connected.
 - The county has experienced periods of greater influx of military connected students falling the higher need range due proximity and access to medical and/or TEACCH programs (UNC Chapel Hill, Duke, and TEACCH).
 - Review of evaluation data for students participating in the EXT 1 assessments indicates that 88% of students meet criteria set forth in the Testing Students with Disabilities publication. Review of data identified specific schools/teachers requiring additional training in criteria for placement on extended content standards and assessments.

Signatures

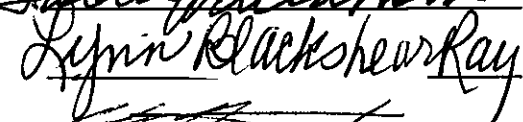
Superintendent/Charter School Director



Date

5/3/18

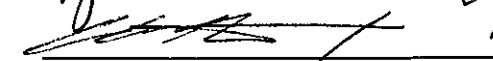
Exceptional Children Director



Date

5/3/18

LEA/Charter Test Coordinator



Date

05/03/2018

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.