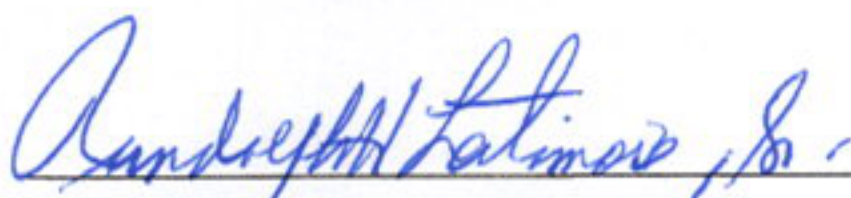
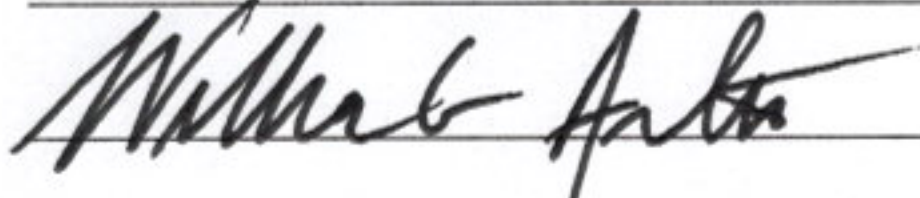


1.0 Percent Participation Justification Form 2017–18

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: 480	District/Charter Name: Hyde County Schools
Contact Name: Karen I Hutson	Contact Title: Director of EC and Federal Programs
Contact Phone No.: 252-926-3281	Contact E-Mail: khutson@hyde.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>All of the exceptional children's teachers for Hyde County Schools are highly qualified. Teachers follow strict guidelines for the identification of students as having a disability. The guidelines for completing the process of identifying students with the most significant cognitive disabilities are known and utilized when completing the eligibility process. The EC Director reviews all initial and tri-year evaluation paperwork, including testing results before a conference is held to assure that the information to be presented and discussed is compliant with IDEA standards, and that appropriate testing modifications are recommended and justified.</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 is defined as having 1.0 % or more of a group identified as having the same disabling label. For instance, there are fifty 5th grade students, of whom 5 are identified as having a disability that requires specialized instruction. This would appear to be disproportionate, especially when you consider that all 5 are identified as having cognitive disabilities that are so significant that they require the students to follow an alternate curriculum in a separate setting. Now throw in that they will take the NCEXTEND 1 alternate assessment. This places HCS at the 1.0 percent cap, and from the outside looking in would make you wonder how this could be. When the EC Director analyses the caseloads of the 6 EC Teachers, this type of data sticks out, and is further investigated.</p> <ul style="list-style-type: none"> • Plans for how disproportionality will be addressed: <p>Of the 50 fifth graders, 5 are identified as having disabilities. A break down of the student's demographics and disability helps assure that there is not disproportionality. Of the 5 students, 3 are male, two of whom are hispanic and one of whom is African-American. The other 2 are female, one of whom is white and the other African American. Three of the students are identified as having Autism (AU), one has Cerebral Palsy with no speech (MU) and one is identified as having intellectual deficits in the mild range (IDMI). This shows that 4 of the 5 identified 5th graders are identified based on a medical diagnosis and response to interventions, and one is identified using IDEA guidelines for cognitive ability and functional skills. The information is also broken apart and compared by gender, race, etc.</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>Hyde County Schools may exceed the 1.0 percent cap due to the size of the district. The use of a percentage for small districts does not provide parity in accountability. The number of students identified fluctuates greatly from year to year because of the small size of our population.</p>	

Signatures

Superintendent/Charter School Director	<u></u>	Date	<u>4/26/2018</u>
Exceptional Children Director	<u>Karen Hutson</u>	Date	<u>4/25/2018</u>
LEA/Charter Test Coordinator	<u></u>	Date	<u>4/25/18</u>

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.