

## 1.0 Percent Participation Justification Form 2017–18

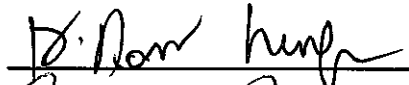

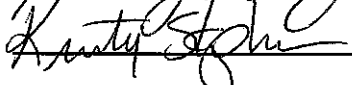
The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will 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: 510</b>	<b>District/Charter Name: Johnston County Public Schools</b>
<b>Contact Name: Ashley Radford</b>	<b>Contact Title: Director of Special Education Programs</b>
<b>Contact Phone No.: 919-934-4361 ext:4039</b>	<b>Contact E-Mail: Ashleyradford@johnston.k12.nc.us</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 <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment.</p> <p>In addition to following the eligibility criteria as outlined in the <i>Testing Students with Disabilities Manual</i>, Johnston County Public Schools:</p> <ul style="list-style-type: none"> <li>-Reviews alternative assessment participation data to determine possible disproportionality in disability categories that do not typically include students with significant cognitive disabilities.</li> <li>-Reviews the percentage of students participating in the NC Alternative Assessment in all grades.</li> <li>-Analyzes the EC data and provide staff with training to ensure IEP teams are making consistent decisions (using appropriate guidelines and processes as outlined in the <i>Testing Students with Disabilities Manual</i>) across all schools within our district.</li> <li>-Provide training to LEA representatives and EC teachers specific to the Alternative Assessment discussions within the IEP meetings. This training will assist IEP teams in helping to ensure decisions are made based on eligibility.</li> </ul>	
<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>All data for participation in the Alternative Assessment are reviewed at the end of each school year by the district's data team. During this review, all data is analyzed to determine if disproportionality among student groups is present. If disproportionality is identified, the districts EC Support team will provide support to teachers and IEP teams in following the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i>.</p>  <ul style="list-style-type: none"> <li>• Plans for how disproportionality will be addressed:</li> </ul> <p>Review alternative assessment participation data to determine possible disproportionality in disability categories that do not typically include students with significant cognitive disabilities.</p> <p>-Review the percentage of students participating in the NC Alternative Assessment in all grades and schools within JCPS.</p>	

-Analyze the EC data and provide staff with training to ensure IEP teams are making consistent decisions (using appropriate guidelines and processes) across all schools within our district.  
-Provide training to LEA representatives and EC teachers specific to the Alternative Assessment discussions within the IEP meetings. This training will assist IEP teams in helping to ensure decisions are made based on eligibility.

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.

## Signatures

Superintendent/Charter School Director		Date	<u>05-04-2018</u>
Exceptional Children Director		Date	<u>5/1/18</u>
LEA/Charter Test Coordinator		Date	<u>5-1-18</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 [alternatesassessment@dpi.nc.gov](mailto:alternatesassessment@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.