

## 1.0 Percent Participation Justification Form 2017-18

1. Contact Information	
Charter Code: 20A	Charter Name: The Learning Center
Contact Name: Karen Brinke	Contact Title: Asst. Director/Test Coordinator
Contact Phone: 828.835.7240	Contact E-Mail: karen@naturallygrownkids.org
<p><b>2.</b> <i>Enter a description of how the charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the Testing Students with Disabilities publication when determining student eligibility for participation in the alternate assessment.</i></p> <p>-The IEP teams that include administration, teachers, EC personnel, parents, and other professionals as required, follow the eligibility criteria described in the North Carolina Testing Program <i>Testing Students With Disabilities</i> manual when making the determination to instruct a student in the NC Extended Content Standards and to assess the student using the NCEXTEND1 Alternate Assessment. A variety of data is used in the decision making process. The decision is not based on the student's disability category alone, but on how the individual student can best be served at our school.</p> <p>-We currently have three students being taught the Extended Content Standards, one middle school student with a cognitive disability and two elementary students with autism, who were assessed in 2016-17 using the NCEXTEND1 alternate assessment. They are served for no more than 79% of the day in a self-contained resource room and participate with their general education peers as often as possible.</p> <p>-All of our classrooms have computer/internet access and students have multiple opportunities to practice using accessibility features available on all assessments.</p> <p>-Alternate local assessments including Easy CBM and Basic Skills Checklists are used to monitor growth and current level of performance of our NCEXTEND1 students, since these students are unable to successfully participate in NWEA Measures of Academic Progress (MAP) benchmark assessments used by general education students.</p> <p>-The IEP teams conduct annual reviews to determine continued student participation in alternate assessments using a variety of data to make the determination.</p> <p>-All of our teachers receive test administration training from the school test coordinator prior to administering regular or alternate assessments.</p>	
<p><b>3.</b> <i>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.</i></p> <p><i>Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:</i></p> <p>Our school is 85% white and our economically disadvantaged student population is large enough that we qualify for school-wide free breakfast and lunch. Our greatest disproportionality is that of Exceptional Children and general education students. Over 30% of our students are identified with IEPs. This number is considerably higher than most schools in the state.</p> <p><i>Plans for how disproportionality will be addressed:</i></p> <p>We have implemented new programs in our classrooms that provide more effective differentiation of instruction in our primary grades, and early intervention programs in math and reading to provide additional academic support to our lowest performing students. Grades two through eight have</p>	


implemented a differentiated homework program to accelerate student performance. We will continue to provide effective differentiation of instruction for all students and academic supports for our most academically challenged students.

4. Enter additional justification of variables not covered by deemed essential to understanding why the charter school has a higher rate of alternate assessment participation.

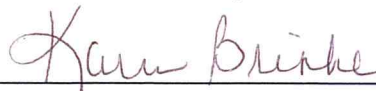
-We are a small rural LEA/school of 188 students. Many parents are attracted to the small school environment in which students receive more individualized assistance. Many enroll students with existing IEPs and others enroll students who, for whatever reason, have not been successful in other educational settings.

-We tested 131 students in reading and math in the 2016-17 school year and had three students assessed using the alternate assessment in 2016-17. The same number of students will take the alternate assessment in the 2017-18 school year. Although three students is a small number, they have a significant impact on our participation rate in alternate assessments. Therefore, we anticipate having to justify our participation rate annually.

#### Signatures

Charter School Director  Date 4/24/18

Exceptional Children Coordinator  Date 04/24/2018

Charter Test Coordinator  Date 04.25.2018