

## 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: 530</b>	<b>District/Charter Name: Lee</b>
<b>Contact Name: Kenna Wilson</b>	<b>Contact Title: Director of Exceptional Children</b>
<b>Contact Phone No.: 919-774-6226</b>	<b>Contact E-Mail: kwilson@lee.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 style="text-align: center; margin-top: 20px;">In Lee County Schools, all educators are trained appropriately to fulfill their roles in the development of individualized education plans. Parents are provided all procedural safeguards including explanation of what assessments and the impact of decisions related to those assessments for their child. The Testing and Accountability Department in collaboration with the Exceptional Children Department train all educators who administer alternate assessments to ensure requirements are met in regards to test administration prior to the administration of the alternate assessment. All students in LCS have access to accessibility features on statewide test. Data is disaggregated across subgroups to ensure IEP teams are making consistent data-driven decisions for students based on individual needs. Compliance monitoring occurs at both the site level and the district level through peer audits and file reviews. LEAs receive targeted training and professional development in regards to their role as a member of the IEP team including eligibility, testing, and procedural safeguards for students and parents. Students with disabilities in LCS graduate at rates higher than the state average in the 4 year cohort and their percentages continue to be near the district's overall 4 year graduation rate. Lee County Schools strives to ensure IEP teams make appropriate decisions based on the individual needs of each child using data to drive those decisions, and adhere to all procedural safeguards for students and families when decisions are made together as teams.</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. Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:

Lee County Schools studied data across race, gender, grade and school to analyze for patterns of overrepresentation in any area in regards to the NCEXTEND1. Disproportionality was defined for this purpose as any pattern of overrepresentation that does not align with the representation of subgroups across the entire school district population. When analyzed, there were no patterns of over representation among the schools. The eligibility areas taking NCEXTEND1 in LCS include AU, TBI, MU, IDMI, IDMO, IDSE, and OHI. There was only one child identified as IDMI and one child identified as OHI taking the NCEXTEND1 assessments indicating these were IEP team decisions made based on the individual needs of these children. Ethnicity data of those taking the NCEXTEND1 were as follows: 33.8%-Hispanic; 21.5%-Black; 43%-Caucasian; 3%-Multi showing these numbers are fairly reflective of the community's overall demographic population. Males represented 61.5% of the group taking the alternate assessment. LCS is a district with an overall high representation in the economically disadvantaged category on accountability measures. The 65 students taking the NCEXTEND1 assessment are representative of the district community in this regard. When studying grade levels, there did appear to be a higher incidence of students taking the NCEXTEND1 in grades 3-7 than 8-11. Identified students being tested using the NCEXTEND1 in grades 3-8 was 61.5%.

Plans for how disproportionality will be addressed:




Lee County Schools will continue to disaggregate and study data across all subgroups and schools. If patterns of overrepresentation become apparent, professional development in understanding the criteria for NCEXTEND1 and the impact of making the decision to move a child to NCEXTEND1 will be provided to all educators. The higher incidence of students being tested using the NCEXTEND1 in grades 3-8 will be investigated further. Investigation will include a review of student EC files. This will include study of what grades the decision to move students to Extended Content Standards is happening most in LCS at the elementary level. If determined necessary, professional development will be planned and conducted with elementary and middle school educators. Lee County Schools strives to ensure IEP teams make appropriate decisions based on the individual needs of each child using data to drive those decisions, and adhere to all procedural safeguards for students and families when decisions are made together as teams.

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.

Lee County Schools includes a public separate school serving students with severe cognitive disabilities. As one of the few remaining districts with a separate school, families of children with severe disabilities often choose to move to our district to explore placement at the school. This results in a number of children who are eligible for NCEXTEND1 in our district

whether placement is decided by each IEP team at the separate school or at a neighborhood school.  
This variable has been a consistent reason Lee County has exceeded the 1% mark for children taking the NCEXTEND1 assessment.

**Signatures**

Superintendent/Charter School Director		Date	<u>5-4-18</u>
Exceptional Children Director		Date	<u>5/4/18</u>
LEA/Charter Test Coordinator		Date	<u>5/11/18</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](mailto: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.