

## 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: 291**

**District/Charter Name: Lexington City Schools**

**Contact Name: Jennifer Brown**

**Contact Title: Director of Exceptional Children**

**Contact Phone No.: 336-242-1527**

**Contact E-Mail: [jbrown@lexcs.org](mailto:jbrown@lexcs.org)**

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 *Testing Students with Disabilities* publication when determining student eligibility for participation in the alternate assessment.

**RESPONSE:** When determining student eligibility participation for alternate assessments, IEP teams take into account many criteria. The primary factor is that IEP teams consider this decision on a student by student basis. A decision to place a student on an alternate assessment must be driven by data within the student's IEP and what is in the best interests of the student him/herself. IEP teams use previous years' assessment data, annual review and psychological evaluation data, teacher reported data, and classroom performance data to determine eligibility for alternate assessments. As critical members of the IEP team, parents must be part of the decision making process related to NCEXTEND1 testing, agree to the placement, and understand the ramifications of participating in the NCEXTEND1 alternate assessment.

IEP teams reference the *Testing Students with Disabilities* publication including the most recent eligibility criteria when discussing assessment options. Some of the criteria taken into account in the Lexington City School district are whether the student is significantly cognitively disabled and is receiving his/her instruction in the North Carolina Extended Content Standards. Our public separate school, South Lexington Developmental Center (SLDC), hosts the majority of students participating in the NCEXTEND1 alternate assessment. The SLDC serves students with significant cognitive disabilities who are all nonverbal and whose disabilities significantly affect their adaptive skills.

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:

**RESPONSE:** Lexington City Schools defines disproportionality as the ratio between the percentage of students in a grade level/subject by subgroup (e.g., race, gender) participating in the NCEXTEND1 alternate assessment compared to the percentage of the grade level/subject by subgroup in the total population.

- Plans for how disproportionality will be addressed:

**RESPONSE:** Subgroup identifications are not relevant to the decision-making process. Students will continue to be evaluated as described in number 2. Currently the highest number students identified per grade level (grades 3-8, 10) and subject as participating in the 2017-18 NCEXTEND1 alternate assessment is four (4). The low grade-level n-counts do not support a disproportionality study.

Based on aggregate data across grades 3-8 and 10 White students are over-represented while Hispanic students are under-represented as compared to the Lexington City Schools student population. These anomalies can be explained by a memorandum of understanding with the Davidson County Schools (DCS) and Thomasville City (TCS) Schools, allowing students from DCS and TCS who meet significantly cognitively disabled criteria to attend school at South Lexington Developmental Center (SLDC), which is in the Lexington City Schools attendance zone. Approximately 75% of the grades 3-8, 10 SLDC students are residents of Davidson County Schools. The demographics of those students is proportionate when compared to the Davidson County Schools.

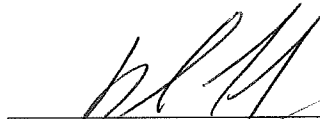
The LEA Exceptional Children Director and LEA Test Coordinator will review the subgroup participation data annually. The LEA Exceptional Children Director will annually review data showing the number of students moving from the alternate assessment to the general assessment or vice versa and study any trends.

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.

**RESPONSE:** Approximately 80% of the grades 3-8 and 10 students enrolled in the SLDC 291350 are residents of Davidson County Schools or Thomasville City Schools. A memorandum of understanding (i.e., *Inter-Local Assignment of Students with Disabilities to Stoner-Thomas and Lexington Developmental Center*) exists between Davidson County Schools, Thomasville City Schools and Lexington City Schools.

#### Signatures

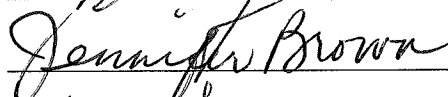
Superintendent/Charter School Director



Date

4-24-18

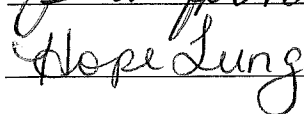
Exceptional Children Director



Date

4.24.18

LEA/Charter Test Coordinator



Date

4/24/2018

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](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.