

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: 570	District/Charter Name: Madison County Schools
Contact Name: Dr. Christiaan Ramsey	Contact Title: EC/Testing/ Safe Schools
Contact Phone No.: (828) 649-9276	Contact E-Mail: cramsey@madisonk12.net
<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>Madison County Schools provides training for Administrators, LEA reps, and EC case managers on how to determine whether or not a student would be appropriate for EXTEND Testing. Our district training follows a uniform procedure as outlined in the Department of Public Instruction's <i>Testing Students with Disabilities Manual</i>. IEP team members know and understand that in order to qualify for EXTEND testing, the student must have a current IEP; must be enrolled in grades 3-8, 10, or 11 according to PowerSchool; Must be instructed in the EXTENDED Content Standards in ELA, Math, and Science; and Must have a significant cognitive disability.</p> <p>A significant cognitive disability means that:</p> <p>A Student's disability significantly impacts adaptive behaviors, defined as those skills which are essential for someone to live and function independently</p> <p>A Student requires extensive and repeated individualized instruction and support</p> <p>And A Student uses substantially adapted materials and individualized methods of accessing information in alternative ways</p> <p>IEP team members know and understand that the answer to each question must be "yes" in order to qualify for Extended Content Standards.</p> <p>The EC Director, along with the principal of each school oversees the process to make sure the process is being followed.</p>	

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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: Disproportionality among race, gender, or socioeconomic groups is identified as over identification of the said group in relation to identification of all SWD as a whole.

- Plans for how disproportionality will be addressed: Our district has never been identified as having issues with disproportionality. The EC division monitors disproportionality and alerts districts when they are identifying any certain group. If disproportionality is identified we will address it through Professional Development in relation to proper referral and placement, as well as reviewing and possibly amending district policies on placement.

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. Each Principal and Case Manager signs a form stating that each student placed on EXTEND1 meets all the necessary criteria for Alternate Assessment.

Signatures

Superintendent/Charter School Director

Date 5-3-18

Exceptional Children Director

Date 5-3-18

LEA/Charter Test Coordinator

Date 5-3-18

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.

The following additional information can be included with the justification documentation, but is not required:

- Evidence that all educators who administer the alternate assessment meet the requirements for test administrators and have received test administration training prior to administering the alternate assessment.
- Evidence that all students have appropriate access to accessibility features on statewide tests.
- A review of the percentage of students taking the alternate assessment at grade 3 versus grades 4–7 versus grade 8 versus high school and an explanation of how Individualized Education Program (IEP) teams are making consistent participation decisions across grade levels.
- A review of data to determine if students are moving from the alternate assessment to the general assessment or vice versa and an explanation for grade levels where this action is more prevalent.
- Evidence that the district is providing appropriate supports and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.
- An evaluation of students instructed using the Extended Content Standards, but who are spending more than eighty percent (80%) of their day in the general education setting.
- Evidence of data-driven team decisions to determine appropriate instruction and assessment.
- An assessment of varying practices across a district and/or between different schools.
- An explanation of special programs or populations that are served by the district/charter school that may contribute to the alternate assessment participation rate.