

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: 580	District/Charter Name: Martin County
Contact Name: Lisa Bowen	Contact Title: EC Program Director
Contact Phone No.: 252-809-4185	Contact E-Mail: lbowen@martin.k12.nc.us
<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>Martin County Schools' provides ongoing professional development to school staff and administrators in the areas of Exceptional Children policies, procedures and guidelines, as well as in the area of testing in order to assure that all students are receiving appropriate services and assessments.</p> <p>Martin County Schools' IEP teams will utilize a problem solving method in making educational decisions for students with disabilities during IEP meetings. A part of that process will require IEP teams to complete a criteria checklist when determining the appropriate assessments for children with disabilities, as well as appropriate accommodations and modifications. The checklist will require that evidence be documented on the form to support the areas in which the team determines that the student meets criteria. The criteria checklist will be based on the criteria provided by the NCDPI Division of Accountability Services for the North Carolina Testing Program.</p>	
<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"> • Description of how any disproportionality among race, gender, or socioeconomic status groups is defined: <p>Initial review of the Extend I assessment data demonstrated that more males than females in grades 3 through 6 and grades 8 and 10 are participating in an alternate assessment. Because our numbers are small (< 20), a review of each of the participants educational and exceptional records was completed for the purpose of insuring that eligibility criteria had been appropriately considered and to examine the unique needs of each student. It was determined that every student met, and had a documented history supported by evaluations and school data of meeting, the following criteria :significant cognitive impairment, significant impairment in adaptive skills and behavior, the need for substantially adapted materials, and extensive instruction and support within the EC setting in order to make significant gains. Additional review of records demonstrated that the 11 of the 14 males in grades 3 through 6 and grades 8 and 10 were either identified as Autistic as their primary area of eligibility or autism was a part of a diagnosis and considered as one of the underlying issues contributing to their disability. Data released in April 2018 from the Center for Disease Control demonstrated that boys are five times more likely to have autism than girls, as do multiple other studies of this disorder. Given that boys are statistically more at risk of developing autism than girls and considering the data supporting that 11 of the 14 boys identified have autism would indicate that gender is not a factor of disproportionality in this instance.</p> <p>The LEA will continue to monitor our population of students with disabilities participating in the alternate assessment and examine any trends for identification of disproportionality. Given the size of our district and small population this is a reasonable expectation. In addition, the district will continue to offer professional development to school staff and administrators in the areas of Exceptional Children policies, procedures and guidelines, as well as in the area of testing in order to assure that all students are receiving appropriate services and assessments.</p>	
<p>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.</p> <p>Three group homes and multiple foster homes (including therapeutic foster homes) exist in Martin County. This often has an impact on the number of students that we have with significant behavioral or cognitive deficits as they often provide refuge for those students that are more significantly impaired. Two students participating in the alternate assessment program are residing within either a group or foster home.</p>	

Signatures

Superintendent/Charter School Director



Date

5-4-2018

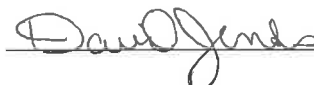
Exceptional Children Director



Date

5/4/18

LEA/Charter Test Coordinator



Date

5/4/18

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.