

## 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: <u>590</u>	District/Charter Name: <u>MCDOWELL</u>
Contact Name: <u>GLENDIA STARR/GREG HUGHES</u>	Contact Title: <u>DIRECTOR OF EXCEPTIONAL CHILDREN DIRECTOR OF RESEARCH + ACCOUNTABILITY</u>
Contact Phone No.: <u>828-652-6580</u>	Contact E-Mail: <u>GLENDIA.STARR@MCDOWELL.K12.NC.US GREG.HUGHES@MCDOWELL.K12.NC.US</u>
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.  <u>SEE ATTACHED #2</u>	
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.  <ul style="list-style-type: none"> <li>• Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:  <u>SEE ATTACHED #3A.</u></li>   <li>• Plans for how disproportionality will be addressed:  <u>SEE ATTACHED #3B.</u></li> </ul>	
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.  <u>SEE ATTACHED #4</u>	

## Signatures

Superintendent/Charter School Director	<u>M. J. Smith</u>	Date	<u>4/30/2018</u>
Exceptional Children Director	<u>Glenda H. Stan</u>	Date	<u>4/30/18</u>
LEA/Charter Test Coordinator	<u>Gregory P. Hughes</u>	Date	<u>4/30/18</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.



2. Students with significant cognitive disabilities are identified as eligible for alternative assessments based on evaluations completed by licensed professionals that include intellectual, adaptive behavior and educational assessments as well as health screenings, related service screenings, interventions, observations and a review of existing data. To be eligible for alternative testing, a student must be found eligible within one or more of the existing categories of disability under the IDEA (e.g., autism, multiple disabilities, traumatic brain injury, etc.) The student's cognitive impairments prevents them from attaining grade-level achievement standards, even with the very best instruction. The student's disability must significantly impact their adaptive behaviors. The student must require extensive and repeated individualized instruction and support to make meaningful gains and require substantially adapted materials and individualized methods of accessing information in alternative ways. These students must be instructed using the North Carolina Extended Content Standards in all assessed content areas. Prior to placing a student on the NCEXTEND1 alternate assessment, MCS requires schools to complete a planning worksheet to ensure the extended content standards provide the least restrictive environment for our students. Items on the planning form include post-secondary goals, high school diploma pathway, and curriculum, continuum of services, state assessments, and areas of concern, current assessments, and review of programmatic issues, compelling questions and a support analysis. To proceed with extended content placement, the placement must be approved by the EC director and carefully addressed through the IEP team. Parents are contacted, presented with and given a statement of understanding prior to placing students on the NCEXTEND1.

3. A. In McDowell County Schools, disproportionality of students with disabilities is defined as an over representation of 4% or more than the typically developing student population.

McDowell County Schools is made up of 85% white students, approximately 89% of students tested on NCEXTEND1 are white and therefore not considered disproportionate. Other ethnic groups consisted of 4 students making up 10% of the students participating in the NCEXTEND1.

The students testing in McDowell County are made up of 47% female and 53% male. Of the students taking NCEXTEND1, 25% are female and 75% are male. This is considered disproportionate. Of all students with autism tested, 20% are female, 80% are male which matches the national statistics of 4 out of 5 identified with autism are male.

McDowell County Schools participate in the Community Eligibility Provision program that provides free breakfast and lunch for all elementary and middle school students so we are unable to attain socioeconomic status on our students to determine disproportionality.

3. B. Disproportionality is addressed through a review of records every 1-3 years to determine the appropriateness of the placement based on afore mentioned criteria. When making placement decisions, MCS ensures that a psychologist or a program specialist is in attendance to present an unbiased view of the data. Psychologists are careful to consider all appropriate areas of eligibility. Internal audits are performed biannually and student identification is reviewed.

Psychologist, program specialists and the EC director met on 3/12/18 to review criteria for eligibility and discuss understanding risk ratio.

Earlier in the school year, the records of each student taking the NCEXTEND1 were reviewed to assure appropriate placement. Prior test scores, classroom performances, adaptive behaviors, potential abilities and least restrictive environment were considered. 21% (10) of students scheduled to participate in the NCEXTEND1 were changed to standard testing with accommodations. The grade make up follows: 1-3<sup>rd</sup> grader, 3-4<sup>th</sup> graders, 1-5<sup>th</sup> grader, 1-6<sup>th</sup> grader, 4-8<sup>th</sup> graders. Teachers are being supported by program specialist from the exceptional children programs to ensure proper supports are in place to provide an appropriate education.

4. MCS is disproportionate in 8th grade (3%) due to holding students at the middle school an additional year to prevent them from attending high school for more than 5 years. This allows a more equivalent time spent at each school level.

MCS is disproportionate in 7<sup>th</sup> grade (2%). Each student's records have been reviewed to determine appropriate placement. Of the nine students, 2 have autism, 4 are intellectually disabled moderate, 1 intellectually disabled severe, 1 severe multiple disabilities and 1 other health impaired. It was determined that NCEXTEND1 is appropriate beyond a doubt for 8 students. One student is currently being reevaluated to glean more information for a best informed decision.