

## 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:</b> 610	<b>District/Charter Name:</b> Mitchell
<b>Contact Name:</b> Jennifer Gregory Mark Hughes	<b>Contact Title:</b> Accountability Director Exceptional Children's Director
<b>Contact Phone No.:</b> 828-766-2252 828-766-2233	<b>Contact E-Mail:</b> jgregory@mcsnc.org mhughes@mcsnc.org
<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>All EC teachers in our district are trained at the beginning of the schools year on the NC Testing Program and Testing Students with Disabilities handbook. IEP teams will use this information when determining student eligibility for participation in the alternate assessments. Exceptional Children and Accountability Directors will work together to continue monitoring participation and ensure students are being appropriately assessed.</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"> <li>• Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:</li> </ul> <p>Current data indicates that for grades 3-5 Reading and Math, we have 9 students taking each of these assessments. Sixty-seven percent of students taking the Extend 1 Alternate Assessment are male and 33% are female. Of these nine students also, 1 is Hispanic and the others are White. In 10<sup>th</sup> grade Math and Reading, we have two students who meet the criteria for the alternate assessment, both male. However, because of their medical conditions, both of these students have qualified for medical exemptions from testing. We have no 11<sup>th</sup> grade students taking an alternate assessment in science.</p> <ul style="list-style-type: none"> <li>• Plans for how disproportionality will be addressed:</li> </ul> <p>The LEA will continue to monitor student placement using achievement data, progress monitoring of IEP goals, teacher observations, and testing data to ensure proper educational placement of students. IEPs are reviewed annually and students are reevaluated every three years.</p>	

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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.

We are a small, rural district. Our current enrollment K-12 is 1864. Only 11 students in our district take an alternate assessment. As student enrollment fluctuates, we are at the borderline of the 1% participation in alternate assessments.

## Signatures

Superintendent/Charter School Director

Ch T. Albo

Date

4/25/18

Exceptional Children Director

Mark Hughes

Date

4/25/18

LEA/Charter Test Coordinator

Jennifer Gregory

Date

4/25/18

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](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.

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## Exceptional Children's Program Staff Development Sign-In Sheet

TITLE:	Accommodations Training		DATE:	10/5/17	SESSION NO.:	
INSTRUCTORS:						
START TIME:	3:15	END TIME:	4:15	TOTAL TIME:		
INSTRUCTOR SIGNATURE	Jennifer Gregory			EC DIRECTOR SIGNATURE	Mark High	

	PARTICIPANT NAME	SOCIAL SECURITY No.	SCHOOL
1	Heather Carly		HELITS
2	Michelle Douglas		Bowman
3	Ashley Johnson		Deaton
4	Leisha Buchanan		DEYTON
5	Adrian Stamey		Gouge
6	Anthony Biddle		Gouge
7	Carole Frankel		MHS
8	Jennifer B Beck		MHS
9	Sharon Anderson		CPS, DES, HMS
10	Deb Blewins		Harris
11	Allison Allie		MHS
12	Rachel G. Jenkins		Bowman
13	Melissa Martin		MHS
14	Penny D. Jenkins		
15	Ashley Hughes		
16	Jenni Dellinger		Greenlee
17	Melissa Martin		MHS
18	Jessica Rugg		MHS
19			
20			