

## 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: 640

District/Charter Name: Nash-Rocky Mount

Contact Name: Mary C Grant

Contact Title: EC Director

Contact Phone No.: 252-462-2507

Contact E-Mail: mcgrant@nrms.k12.nc.us

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.

Please see the attached sheet.

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:

Please see the attached sheet.

- Plans for how disproportionality will be addressed:

Please see the attached sheet.

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.

Please see the attached sheet.

**Signatures**

Superintendent/Charter School Director

John H. Miller

Date 4-30-18

Exceptional Children Director

Mary C. Shantz

Date 4-30-18

LEA/Charter Test Coordinator

Robert L. Shuffi

Date 4-30-18

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.

**Note:** See page 3 for additional information that can be included but is not required.

## Nash-Rocky Mount (640) 1.0 Percent Participation Justification Attachment

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.

Nash-Rocky Mount has a process in place to ensure IEP team decisions to assess a student using the alternate achievement standards are made based on the eligibility criteria as outlined in the *Testing Students with Disabilities* manual. Training is provided to ensure team members (parents and school staff) have an understanding of the alternate achievement standards, graduation requirements and eligibility guidelines. IEP teams base their determinations on multiple data points, to include, evaluations completed by licensed professionals that include intellectual, adaptive behavior and educational assessments. Health and related services screenings, interventions, observations, formative and summative data and a review of existing data are discussed as well. The student's significant cognitive impairments prevent them from attaining grade-level achievement standards. IEP teams must determine that each student has to be instructed using the North Carolina Extended Content Standards in all assessed content areas.

The Exceptional Children's Department has a thorough Compliance Review Process to monitor and review each student's data to ensure all policies and procedures are followed and multiple data points over multiple years are part of the determination process. District personnel must be consulted and in attendance at IEP meetings where alternate assessment decisions are being considered.

Discussion takes place with the parents to inform them of the differences between alternate achievement standards and academic content standards as well as the alternate assessment that the student's achievement will be measured. Parents sign a Statement of Understanding prior to the IEP team decision, stating they understand the ramifications of their child taking the alternate assessment. An Exceptional Children's Program Specialist is part of the IEP problem-solving process to support school teams and parents in making the appropriate recommendations based on data analysis.

District, school, grade level and individual student alternate assessment participation data is reviewed. District, school and grade level data provides us a landscape of participation rates. Schools/Grades with higher percentages of students assessed on the alternate assessment are investigated further to determine the reasons for the higher participation rates. Individual student data is gathered and reviewed to ensure that the student meets the criteria for having a significant cognitive disability. Additionally, we also work closely with our Accountability Director to ensure we are in compliance with all testing and accountability policies.

## Nash-Rocky Mount (640) 1.0 Percent Participation Justification Attachment

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:

Nash-Rocky Mount Public Schools tested student population in the all subgroups are made up of roughly 66% in the economically-disadvantaged category and 52% black category. We are a low-wealth, rural district with well over half of the students receiving free and reduced meals. Fourteen of our twenty-eight schools participate in the Community Eligibility Program (CEP) for high poverty school districts and children.

We have a higher percentage of students with disabilities disproportionate across multiple subgroups in 5th and 8th grades. The subgroups with a gap of more than 5% are economically disadvantaged, males and black for science 5,8.

- Plans for how disproportionality will be addressed:

Nash-Rocky Mount has a review process in place to monitor IEP team decisions on appropriate state assessments to ensure appropriate procedures have been followed and that the students meet the significant cognitive disabilities criteria for the assessment. We will also review and monitor the identification process and continued assessment need through our weekly internal audit process.

A district level team will meet quarterly, or as needed, to review student data profiles and conduct observations for students who IEP teams would like to consider for placement on an alternate assessment. A problem-solving protocol will be utilized to develop recommendations for the IEP team to consider when discussing alternate assessments.

We commit to address any disproportionality in subgroup participation that is based on inappropriate policies, practices, and procedures utilizing tiered supports.

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.

Nash-Rocky Mount has been identified as a low-performing district by DPI since 2015-2016. As a district, we have had declining student enrollment over the past couple of years. However, the number of students in self-contained and tested on the alternate assessment has remained fairly consistent.

We do not have any students instructed using the Extended Content Standards that are spending more than 80% of their day in regular education settings.

NRMS EC Department Google Site with Additional Information -  
<https://sites.google.com/nrms.k12.nc.us/nrmpsecdepartment/adapted-curriculum>

## **Guidance to Determining if a Student Should be Placed in an EXTEND 1 Setting**

The IEP team may consider the following information to help guide the discussion of whether or not a student should be considered for an EXTEND 1 classroom:

- Psychological assessments (An IQ score alone is NOT considered to be sufficient documentation to determine eligibility.)
- Observations
- Achievement test data
- Curricular content
- All information available pertaining to cognitive abilities of the student, including ability tests
- Adaptive behavior scores

The determination of a significant cognitive disability should be based on three criteria.

1. Intellectual functioning
2. Significant limitations in two or more adaptive skills areas, such as daily living skills, communication, self-care, social skills, academic skills, and work skills
3. A condition which is present from early childhood

The focal point of the team's discussion should be on the impact of the cognitive disability.

Additional information/characteristics of students who may qualify for EXTEND 1 services are:

- The student's demonstrated cognitive functioning and adaptive behavior in the home, school, and community environments are significantly below age expectations, even with program modifications, adaptations and accommodations.
- The student's course of study is primarily functional and life-skills oriented.
- The student requires extensive direct instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and functional skills necessary for application in school, work, home, and community environments.
- The student demonstrates severe and complex disabilities and poor adaptive skills levels (determined to be significantly below age expectations by that student's comprehensive assessment) that essentially prevent the student from meaningful participation in the standard academic core curriculum or achievement of the academic content standards established at grade level.
- The student's disability causes dependence on others for many, if not all, daily living needs, and the student is expected to require extensive ongoing support in adulthood.

A history of poor performance on state assessments and/or deficient reading scores does NOT automatically qualify a student for EXTEND 1 services. According to The US Department of Education, the incident rate of students with the most significant cognitive disabilities will be approximately one percent.

Student: \_\_\_\_\_  
Case Manager: \_\_\_\_\_

## Nash-Rocky Mount Public Schools

### I. Overview of the North Carolina Extended Content Standards:

- NC Extended Content Standards are an extension of the Common Core State Standards and the State Essential Standards.
- NC Extended Content Standards are designed for students with the most significant cognitive disabilities – those who exhibit severe and pervasive delays in ALL areas of conceptual, linguistic and academic development and also in adaptive behavior, such as communication, daily living skills, and self-care.
- Students are taught core curriculum (Language Arts, Math, Social Studies and Science) by a Special Education teacher in a separate classroom, away from their non-disabled peers. Instructional support is provided by one or more teacher assistants.
- Depending on the student's abilities, he/she may attend elective classes with their non-disabled peers, attend electives as a group (with other disabled students), or have the electives in the separate classroom.
- Students grades 3-8, 10, and 11 take the Extend I assessment instead of the EOG/EOC. This state assessment process requires students to complete performance-based, multiple-choice items.
- Students are assessed on district wide benchmarks in the beginning, middle, and end of year to determine student growth.
- Students enrolled in the Extended Content Standards must complete 4 years of high school. However, the students can remain in high school through the school year of their 22<sup>nd</sup> birthday
- After 4 years or when the student ages out of school, the student is awarded a Graduation Certificate instead of a high school diploma.
- With this certificate, depending on his/her ability level, the student will be able to:
  - work in many entry level jobs
  - participate in some college programs specifically designed for students with cognitive disabilities
  - participate in community rehabilitation programs
  - participate in day programs
  - participate in Vocational Rehabilitation

### II. Statement of Understanding for Enrollment in the NC Extended Content Standards Curriculum:

The information above was reviewed with me on \_\_\_\_\_ by \_\_\_\_\_. I am aware that the NC Extended Content Standards is an alternative curriculum for students with significant cognitive disabilities and understand that my child, \_\_\_\_\_ will receive a certificate of completion in lieu of a high school diploma. I agree that this is the appropriate curriculum for my child based upon his/her ability, desired outcomes, and input from school/district representatives.

Parent Signature \_\_\_\_\_  
Student (if applicable) \_\_\_\_\_  
EC Teacher Signature \_\_\_\_\_  
Administrator Signature \_\_\_\_\_  
Program Specialist Signature \_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_  
Date: \_\_\_\_\_