

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: LEA 800	District/Charter Name: Rowan-Salisbury School System
Contact Name: Alesia Burnette	Contact Title: Director of Accountability Services
Contact Phone No.: (704) 630-6091	Contact E-Mail: alesia.burnette@rss.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><i>Rowan Salisbury School System has implemented several strategies. A Schoology Administrative page was created and provided to administrators. This option gives administrators updates from DPI, presentations, and a group of forms that are used most regularly. Support staff provide monthly updates and discuss individual students on a monthly basis with individual school staff, which includes related service and administrators. Psychologists are at initial meetings, if possible, and assist in discussions of appropriate disability category and placement. Currently, we are working to make programmatic shifts to ensure that all students are gaining access to the appropriate curriculum. Due to concerns, we are planning a training for administrators and school staff to discuss the difference between Extensions of the Standards and the Standards and how this impacts our students. We also have scheduled a meeting with Human Resources to discuss licensure requirements and the differences in our settings.</i></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><i>At the present time, we have students that are disproportionate in the areas of socio-economic status in 7th and 8th grade math, 7th grade reading and math for the Hispanic and white populations, 8th grade reading and math for black, and 7th and 8th grade reading/math for multi-racial. When look at gender, we show a disproportionality in the male population, showing more males in 7th grade reading/math, 8th grade reading, math and science, as well as, 5/8 science.</i></p> <ul style="list-style-type: none"> • Plans for how disproportionality will be addressed: <p><i>We currently are working to make programmatic shifts within our schools and will take the disproportionality into consideration. As we prepare training for administration and school staff, we will include this data, along with how to make appropriate placements, scheduling, testing and how to meet the needs of our students in the general curriculum if deemed most appropriate.</i></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><i>Students who have been found eligible under the category of Intellectually Disabled and Autism have a higher possibility of being on the Extensions of Standards due to the perceived ability level and difficulties they have in accessing testing and/or the higher-level skill sets taught within the standards. In order to address this concern, we are in the process of programmatic shifts, training, and ensuring that all students have access to the appropriate curriculum. Schools also continue to struggle with scheduling students with high levels of needs in order to provide access to the standards, alongside of specialized instruction. Several of our schools are taking part in MTSS modules; however, we are also planning to offer similar training on how to schedule for all schools.</i></p>	

Signatures

Superintendent/Charter School Director	<u>Lyn P. Mays</u>	Date	<u>4-26-18</u>
Exceptional Children Director	<u>Candace J. Lindstrom</u>	Date	<u>4/26/18</u>
LEA/Charter Test Coordinator	<u>Alexis J. Burnette</u>	Date	<u>4/26/18</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 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.