

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: 820	District/Charter Name: Sampson County Schools
Contact Name: Dr. Wesley Johnson	Contact Title: Asst. Supt. Of Curriculum & Instruction
Contact Phone No.: 910-592-1401	Contact E-Mail: wesleyj@sampson.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 <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment.	
<p>The district will assure 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 by doing the following:</p> <ul style="list-style-type: none"> Provide trainings to IEP teams in various ways such as, WebEx meetings, webinars, and professional development on the eligibility criteria for NCEXTEND I found in Appendix D of the <i>Testing Students With Disabilities Manual</i>. Conduct trainings for EC teachers, general education teachers, and administrators on the extended content standards and what role they play in determining alternate assessment participation. Provide a decision-making chart relating to the eligibility criteria, for IEP teams to utilize during meetings. During the training there will be in-depth discussions with teams to ensure a plan is developed on sharing/disseminating the eligibility criteria for NCEXTEND I to parents in a way that helps them to understand the criteria and the ramifications of a student taking the NCEXTEND I and what that means for the student (continued involvement in this curriculum does not lead to a regular diploma. Students on this track would be eligible for a graduation certificate discuss what type of diploma will be received upon graduation, if student is placed on NCEXTED I). Review and create processes for identification and placement of students participating in alternate assessments. 	

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.

Upon review of the testing data, the district defines disproportionality in the following ways:

- A review of the data shows that black males are clearly over-represented on the NCEXTEND I reading and math tests, while all other ethnic groups of males are under-represented. The data shows that black males are 2.5 more times likely to be placed on NCEXTEND I for testing, than their non-black peers. The same stands true for the data displayed below for the science NCEXTEND I test as well. Black males are 2.7 more times likely to be placed on NCEXTEND I for testing in science, than their non-black peers.
- A review of the data by gender, shows there is an over-representation among the male testing group for all three subject areas reading, math, and science. Females are slightly under-represented among all three subject areas.

Subjects	% of all students tested						% who took NCXTEND I					
	Black	White	Hisp.	Amer. In	Asian	Multi	Black	White	Hisp.	Amer. In	Asian	Multi
Reading/Math	17.4%	38.9%	39.0%	.8%	.3%	3.5%	45.2%	35.7%	14.3%	0%	0%	4.8%
Science	18.8%	40.1%	36.7%	36.7%	.7%	3.3%	50.0%	37.5%	12.5%	0%	0%	0%
	Male			Female			Male			Female		
Reading/Math	50.8%			49.2%			64.3%			35.7%		
Science	49.9%			50.1%			81.2%			18.8%		

Disproportionality will be addressed by the district examining EC records to determine the identification areas of students who participate in testing through the NCEXTEND I. Reviewing the records will allow the district to determine how decisions are being made and if inappropriate identification could be contributing to disproportionality, if students who are not identified as having significant cognitive delays are contributing to the disproportionate number of students tested. Review of the records will take place monthly, by randomly selecting files to audit. In incidences where it appears that IEP teams may have placed a student on extend 1 inappropriately, a recommendation will be made that the team reconvene and ensure that appropriate eligibility criteria is considered. If folders are found to be non-compliant with adhering to the criteria for determining eligibility, there will be a corrective action form given to the case manager, reviewed, and given a due date to address and correct. The building level administrator will be made aware and have to provide signature of being made aware of the actions that need to be taken.

Progress monitoring will take place and a checklist will be developed for IEP teams to utilize.

The EC Program Specialists will begin attending all meetings where NCEXTEND I testing is being considered to assist teams and ensure criteria is being reviewed prior to making the final decision.

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.

Additional variables that may be essential to understanding why the district has a higher rate of alternate assessment participation could be related to the large rural community the district is located. We are identified as a CEP (Community Eligibility Participant) school district. 100% of our students receive free and/or reduced lunch in the district. Our student population has also been much more transient the last few years. Both of these speak to the socioeconomic status of families in the district.

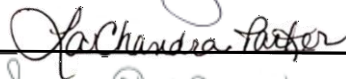
Signatures

Superintendent/Charter School Director



Date 5/3/18

Exceptional Children Director



Date 5/1/18

LEA/Charter Test Coordinator



Date 5/3/18

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.