

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: 850	District/Charter Name: Stokes County Schools
Contact Name: Terri Collins	Contact Title: Director of Special Programs
Contact Phone No.: 336-593-8146	Contact E-Mail: terri.collins@stokes.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>Decisions by IEP teams regarding participation in the alternate assessment must be made with substantial data documenting eligibility criteria. To assure that IEP teams have multiple members who are knowledgeable of the eligibility criteria this information is shared and presented repeatedly and in multiple formats providing direct/easy access to Extend 1 and other alternate assessment eligibility criteria:</p> <ol style="list-style-type: none"> 1) Tab within our EC Resource Livebinder linked to accountability, 2) Links within digital Meeting by Memo from EC department (these go to principals as well as EC teachers/therapists, hard copy in face to face trainings 3) Hard copy in face to face PD sessions <p>In addition to providing access to the eligibility criteria from the state, the EC department has presentations for District Leadership Teams (Directors and Principals) and EC teachers/therapists on the difference between General Curriculum and Adapted Curriculum. The link between instruction from Extended Content Standards and participation in alternate assessments is presented explicitly. Currently, all students participating in EXTEND1 alternate assessments receive all content area instruction in a separate setting with instruction from Extended Content Standards. Accountability and the EC department work to monitor the addition of any students for participation in the alternate assessment and monitor for current students having active IEPs documenting justification for their participation. Accountability does provide at least annual training with staff who both teach and are responsible for administering the alternate assessment.</p> <p>Before IEP teams make decisions regarding placement in our most restrictive settings and before making decisions that involve a change of curriculum/course of study (which most often includes</p>	

decision regarding participation in alternate assessments), IEP teams are required to conduct a comprehensive data review. A data tool for the review is provided by the district for consistency and thoroughness of information being considered. The completed data is submitted to committee at the district level to review. The district committee makes no recommendation or decisions regarding placement, curriculum, or testing participation. The committee either acknowledges the presence of sufficient data for the IEP team to make an informed data-based decision or makes comment on what other data/information might be considered to make a more informed decision.

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:

The district has an overall student population that largely identify as Non-Hispanic/White (88.7%); this is mirrored in the population of students identified currently with active IEPs in the Exceptional Children Program (89.9%) and the students who currently have IEPs for participation in the NC Extend 1 alternate assessment with 90.9% of those participating identified Non-Hispanic/White. There are no disproportionality issues that we can identify related to race.

With regard to gender, our overall student population for males is slightly higher than females. Our total EC population is consistent with the national average from 2015-16 with percentages of males served in EC program being nearly two times that of females. Of the students who currently have IEPs for participation in the NC Extend 1 alternate assessment, 27.27% are identified female and 72.72% male. There seems to be some disproportionality related to gender. We have looked at gender for total population but this review has been the first time we have identified the difference for those participating in alternate assessment. Our total population currently reporting participation in alternate assessment is 44 students.

At this time, socioeconomic status has not been formally reviewed. 17% of the total population live below the poverty line. With those living in poverty increasing to 23% for children under 18 years of age, further review and investigation for any issues with disproportionality in regard to socioeconomic status and participation in the alternate assessment will be considered. We will have to be sensitive to the small number of students and be sure the information could not possibly be linked to specific students even when no PIN was shared.

- Plans for how disproportionality will be addressed:

Our next step would be to review educational placement and test participation history of these students (particularly male) to identify any patterns or trends that may have resulted in the higher number of males being placed on an alternate assessment. One proactive step that we can take is to have IEP teams be aware of and analyze data for any discrimination with regard to gender prior to making decisions regarding placement in a restrictive environment, change of curriculum and participation in the alternate assessment. At the district level the committee that reviews the data and information for thoroughness can also be cognizant of gender and indicate additional data that may be needed to make a decision without inequity related to gender.

Further review and investigation for any issues with disproportionality in regard to socioeconomic status and participation in the alternate assessment will be considered. We will have to be sensitive to the small number of students, and be sure the information could not possibly linked to specific students even when no PIN was shared.

Signatures

Superintendent: Phillip Bradley Rice

Date - 5/2/18

Exceptional Children Director: McLennan

Date- 5/1/18

LEA Test Coordinator : Michael Sands

Date- 5-1-2018

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.