

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.

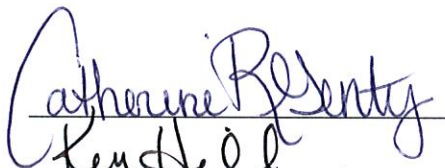
1. Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.	
3-Digit LEA/Charter Code: 292	District/Charter Name: Thomasville City Schools
Contact Name: Ken Hill	Contact Title: EC Director
Contact Phone No.: 336-474-4200	Contact E-Mail: hillk@tcs.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>The LEA reviews the guidelines in policy as to criteria eligibility determination for students identified as Intellectual Disabled, Autistic, and Multi-handicapped for all staff yearly. The students are evaluated using measures outlined in policy and if determined to eligible then a setting and course of study is determined. The LEA has established a set of protocols that are to be followed in making a recommendation for placement in a separate setting (Life Skills classroom). These include observations from multiple individuals in different settings, review of eligibility criteria, teachers observing the life skills classrooms to determine if it is appropriate for the student and discussion with parents. The team determines the alternate assessment is appropriate based on the instruction and content standards followed by the student. If the child is following the extended content standards as their course of study, then the team will recommend the alternate assessment.</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: The school district is 98.6% free lunch, therefore the majority of students fall in the low socioeconomic status and no disproportionality is found in this area. Gender is a near even split of seven males and four females. Those percentages are consistent with overall EC placement for gender. Race break down is five African American students, three Hispanic students, and three white students. The LEA is overall 37% African American, 34% Hispanic, and 20% White. The percentage of African American and white students on the alternate assessment is slightly higher than our LEA race profile and EC make up. The LEA does not feel these numbers are out of proportion to be considered disproportionate. • Plans for how disproportionality will be addressed: The LEA will continue to track data of placements on the alternate assessment based on race and gender to determine if any disproportionality in placement can be determined. 	

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.

The LEA has such small numbers in grades 3-8 total and at 5th and 8th for science that only one student can change the overall percentage to place the district over or under the 1% alternate assessment participation. In our LEA we have 1085 students in grades 3-8 and serve 11 students on alternate assessment. This gives us a percentage of 1.01%. A decrease of 1 student on alternate assessment would place the district under the 1% guide lines. For 5th and 8th grade science we have 363 total students while 4 are served on alternate assessment. Again a decrease of 1 student places the district under the 1%.

Signatures

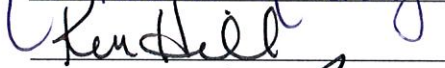
Superintendent/Charter School Director



Date

5/1/18

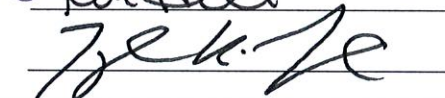
Exceptional Director



Date

5/1/18

LEA/Charter Test Coordinator



Date

5/1/18

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.