

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: 32L	District/Charter Name: Voyager Academy
Contact Name: Laura Howell	Contact Title: K-12 Testing Coordinator
Contact Phone No.: 919 433-3301	Contact E-Mail: lhowell@voyageracademy.net
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.	
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. <ul style="list-style-type: none"> Description of how any disproportionality among race, gender, or socioeconomic status groups is defined: <p><i>* See attached</i></p> <ul style="list-style-type: none"> Plans for how disproportionality will be addressed: 	
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.	

2. We understand from the NC Policies governing services for children with disabilities that the LEA must provide IEP Teams with a clear explanation of the differences between assessments based on grade level academic achievement standards and those based on modified or alternate academic

achievement standards, including any effects of State or local policies on the student's education

resulting from taking an alternate assessment based on alternate or modified academic achievement

standards (such as whether only satisfactory performance on a regular assessment would qualify a

student for a regular high school diploma). All Voyager students who are identified as needing Extend 1 are at least 2 grade levels below in core academic areas as written on IEPs; all are receiving instruction on modified curriculum or extended content standards; all students are in separate setting as their least restrictive environment. Parents are always invited to IEP meetings and the alternate assessments and modified curriculum is explained to them during those years that that student is involved on that curriculum. Our staff and parents are fully aware of the criteria and thresholds that determine eligibility and the impacts of qualifying a students for these exams. We are comfortable that we have identified our students correctly and understand the educational implications.

3. There is little disproportionality in race, gender and socioeconomic status amongst the students compared to the overall demographics of the school. In 3rd grade, 2 of the 3 students are male, and none are EDS. In 5th grade, 2 of 3 students are male, and 2 of the students are EDS. In 7th and 8th grade we are within the 1% threshold. In the 3-8 total, approximately 65% students are male, and 35% are EDS and 100% of the students are white. The school averages are 50% male, 18% EDS and 65% white.

At this time, we will continue to work on addressing the needs of our EDS population as we have been as we target achievement gaps and SWD in general.

4. Voyager Academy has a very positive reputation in the community for providing EC support services and we have a slightly higher than average EC population at large. We cater to a number of students who require extensive academic and social/behavioral services and are confident that we are accurately meeting the needs of this group.

Signatures

Superintendent/Charter School Director	<u>[Signature]</u>	Date	<u>3/22/18</u>
Exceptional Children Director	<u>Melinda Chambers</u>	Date	<u>3/22/18</u>
LEA/Charter Test Coordinator	<u>Laura Hurrell</u>	Date	<u>3/22/18</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.