

## 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.	
<b>3-Digit LEA/Charter Code: 990</b>	<b>District/Charter Name: Yadkin</b>
<b>Contact Name: Kristi Gaddis</b>	<b>Contact Title: Exec. Director of Student Services</b>
<b>Contact Phone No.: 336-679-2051</b>	<b>Contact E-Mail: kristi.gaddis@yadkin.k12.nc.us</b>
<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><b>Yadkin County Schools will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the Testing Students with Disabilities publication by (1) training Exceptional Children’s teachers on the NCEXTEND I Eligibility Criteria, including, but not limited to the definition of significant cognitive disability, (2) ensuring that students who are taking the alternate assessments are enrolled in classes that are instructing students on the North Carolina Extended Content Standards, (3) notifying parent(s) or guardian(s) of the ramifications of taking the alternate assessment, (4) obtaining consent from the parent(s) or guardian(s) to take the alternate assessment, and (5) conducting an internal audit to ensure that teachers are following the process and guidelines set forth for identification and implementation of the alternate assessment.</b></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"> <li>• Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:</li> </ul> <p><b>Yadkin County Schools’ IEP teams do not take in consideration a student’s race, gender, or socioeconomic status when determining eligibility for the alternate assessment. The decision for a student to take the alternate assessment is made at the IEP meeting that includes, but not limited to the parents, an LEA Representative, an Exceptional Children’s Teacher, and a Regular Education Teacher. At this time, the IEP team considers whether or not a student has a significant cognitive disability that negatively impacts adaptive behaviors, while needing extensive and repeated individualized instruction and support to make progress. Additionally, the IEP team considers the students’ use of modifications to access information, as well as the need to use alternate assessments in order to assess growth and progress.</b></p>  <ul style="list-style-type: none"> <li>• Plans for how disproportionality will be addressed:</li> </ul>	

Disproportionality is defined as an overrepresentation and/or underrepresentation of a particular demographic group compared with the total population. In making disproportionality decisions, the LEA also takes in consideration the population of each self-contained classroom. In Yadkin County, students who are instructed in the Extended Common Core Standards generally attend class in a self-contained class. The decision to place a student in a self-contained classroom is based on cognitive ability, achievement scores, adapted behavior, medical information, and physical abilities. This is an IEP team decision that is revisited annually, and if directed by a need, the parent, or the teacher, if revisited more frequently. Therefore, data is reviewed before the decisions are made. Gender, race, or socioeconomic status is not considered when making these decisions.

Data indicates that there is no severe discrepancy in the following areas:

- Males vs. Females who take the Extended Common Core (64.7% male and 52.6% female)
- EC males who take the Extended Common Core vs. those who do not (64.5% and 52.6%)
- EC females who take the Extended Common Core vs. those who do not (35.5% and 47.4%)
- Hispanics who take the Extended Common Core vs. those who do not (22.6% and 24.9%)
- American Indian who take the Ext. 1 vs. those who do not (0% and 0.3%)
- Asians who take the Ext. 1 vs. those who do not (0% and 0.3%)
- Multi who take the Ext 1 vs. those who do not (6.5% and 2.7%)
- African Americans who take the Ext. 1 vs. those who do not (11.4% and 2.7%)

From Data the following may be considered a discrepancy:

- Economically Disadvantaged who take the Ext. 1 vs. those who do not (83.9% and 62.2%)

*(Percentages are based on Math and Reading)*

Yadkin County Schools is a rural county with an ADM of 5,488 students, with 810 students being served in the Exceptional Children's program. Due to the low numbers, percentages may be altered by one to two students; therefore, it is not reflective of a true disproportionality.

- Plans for how disproportionality will be addressed:

Disproportionality will be addressed in the following way:

- 1) Continual monitoring of the appropriateness of student placement in the Extended Common Core to ensure that students who are in the Extended Common Core are students who are significant cognitively delayed.
- 2) Discussions held every year at IEP meetings about the appropriateness of the current curriculum and using the North Carolina Extend I as an alternate assessment.
- 3) Internal Monitoring to ensure that there is no disproportionality among gender, race, and socioeconomic status.

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.

**All IEP team decisions to have the student assessed using the North Carolina Extend I test are based on classroom performance data, standardized testing data (when applicable), current evaluation information, and the strengths and needs of each student. This includes, but is not limited to cognitive ability, current achievement level, and adapted behavior, all which constitutes the determination that the student has a significant cognitive delay. In addition, before the decision is made, the IEP team discusses the standard course of study and establishes the appropriateness of the Standard Course of Study for the student. If the Standard Course of Study can be modified without severely altering the content and meaning of the curriculum, the student will remain on the Standard Course of Study track. Furthermore, the IEP team considers accommodations in making their decision. Like modifications, if accommodations can be used to access the Standard Course of Study, the student remains on the Standard Course of Study track. The Exceptional Children's Department works with the Testing Department and individual Test Coordinators to ensure that all students have access to the accessibility features on statewide tests, rather computerize version or paper/pencil version.**

**All educators who administer the alternate assessment meet the requirements for test administrators. On a yearly basis, test administrators are trained on how to administer the North Carolina Extend I. After training, the test administrators sign security agreements that they are qualified and understand how to administer the test. Test administrators are familiar with the Extended Common Core, as well as with the capabilities of each student.**

**Yadkin County Schools house eleven self-contained classrooms. Two of those classrooms are for students who have behavior needs. Students in these two classrooms can be either on the Standard Course of Study or the North Carolina Extend I, based on their cognitive ability, achievement level, and adapted behavior. Students in the other eight classrooms are on the Extended Common Core Curriculum. Again, placement into these settings are based on student IEP team decisions.**

**Students who need accommodations or modifications to the Standard Course of Study are served in the general education classroom with support from the Exceptional Children's Teacher. Services range from pull-out services to inclusion services. Students in middle school who require modify curriculum similar to the Occupational Course of Study in high school, are typically followed by an Exceptional Children's assistant, who assist with modifying the curriculum. In high school, students who need a modify curriculum are placed in the Occupational Course of Study. Across the district, these decisions are made and carried out in a similar fashion, with all decision making be made in the IEP meeting.**

**During IEP meetings, discussions are held to determine the appropriateness of the curriculum, as verified by data. If students are found to be able to transition to the Standard Course of Study, the IEP teams make that transition. Many times, students who take the North Carolina Extend I are slowly mainstreamed into the general education classroom. Review of Extend I data indicates that this occurs between fifth and sixth grade and middle school. However, if an earlier transition is indicated, this is completed. In most incidences, transitions to general education occurs in the earlier grades such as (1) kindergarten to first grade and (2) first grade to second grade where there is no assessment numbers available.**

**The move from North Carolina Standard Course of Study to the North Carolina Extend I curriculum is rare in grades third through twelfth grade. The move would happen after an IEP team exhausted every modification and accommodation available before transitioning a student from the North**

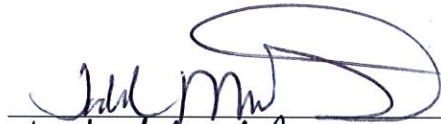
**Carolina Standard Course of Study to the North Carolina Extend I curriculum.**

**13 of the 44 students on the Extended Content Standards moved to Yadkin County already appropriately placed on the Extended Course of Study. Parents report that they are moving to our district to receive the service model that we follow. A neighboring district has changed to a more inclusive model therefore the parents that did not agree with this model for their child have moved to other counties. Approximately 30% of our extended content standard students were transfers.**

**Our district is located next to a district that has a Children's Hospital. Families move here for the specialized medical care provided at the Children's Hospital.**

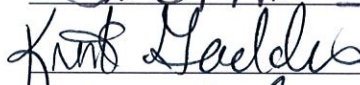
**Signatures**

Superintendent/Charter School Director



Date 05-04-18

Exceptional Children Director



Date 5/4/18

LEA/Charter Test Coordinator



Date 5/4/18

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](mailto: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.