

## 1.0 Percent Participation Justification Form 2018–19

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 (i.e., English Language Arts/Reading, Mathematics, and/or Science) 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 Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). 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.

### Section 1: Contact Information

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:</b> 320
<b>Contact Name:</b> Kristin M. Bell
<b>Contact Phone No.:</b> 919-560-3774
<b>District/Charter Name:</b> Durham Public Schools
<b>Contact Title:</b> Executive Director Exceptional Children
<b>Contact E-Mail:</b> kristin.bell@dpsnc.net

### Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes                      ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Face-to-face training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 1.0 Percent Participation Justification Form 2018–19

Other, please explain below:

Parents are partners in IEP decisions regarding their children; therefore the decision regarding which assessment each child will take is made by the IEP team. During this portion of the IEP, the team explains the differences between the regular End of Grade/End of Course (EOG/EOC) assessment and the EXTEND 1 and makes a decision based on the unique needs of the child. Parents are engaged in this conversation and teams are encouraged to ensure understanding. The guidance document from NCDPI may also be provided to parents.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Durham Public Schools provides professional development and case consultation to ensure that only students who meet the criteria for the alternate assessment participate in that assessment.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☒ Yes

☐ No

Explain below:

Durham is located in a medically advanced and technology rich part of the state which draws families to our county and schools so their children can receive the type and quality of services they need. Our percentage of students eligible and served in specific low incidence categories exceeds that of the state. The higher number of high need students impacts our alternative assessment participation percentage.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☐ Yes

☒ No

Explain below:

N/A

### Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

## 1.0 Percent Participation Justification Form 2018–19

☒ Yes

☐ No

Explain below:

The criteria for NC Extend 1 Testing is reviewed at Professional Development sessions which is mandatory for our EC separate staff at the beginning of the year. Our EC Facilitators and Lead Staff also meet monthly to review testing protocols and EC procedures. It is the district's practice that an EC Director or the Executive Director is involved to support school teams in cases for students who are being considered for the alternate assessment. A handout explaining the Criteria for NC Extend I testing is available on our EC intranet website and is reviewed and discussed with EC facilitators and is referenced as needed throughout the year.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☐ Yes

☒ No

Explain below:

DPS does not have a process in place for this current year.

### Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

Technical assistance requested would be for the provision of district disproportionality analysis using the risk ratio deemed appropriate by state standards.

### Signatures

Superintendent/Charter School Director

*Paseal Nubenga*

Date

*4-30-19*

Exceptional Children Director/Coordinator

*Keith M. Sui*

Date

*April 29, 2019*

LEA/Charter School Test Coordinator

*Chadwick*

Date

*5/1/2019*

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.

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 5 for additional information that can be included but is not required.