

## 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> 210
<b>Contact Name:</b> Virginia Jones
<b>Contact Phone No.:</b> 252-482-4436
<b>District/Charter Name:</b> Edenton-Chowan Schools
<b>Contact Title:</b> Exceptional Children Director
<b>Contact E-Mail:</b> vjones@ecps.k12.nc.us

### 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.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	x	x	<input type="checkbox"/>	x
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	x	x	<input type="checkbox"/>	x
No training provided	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

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Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
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Other, please explain below:

The flow chart is used during the IEP meeting with parents to guide the team in their decision. It is explained to the parents at this time.

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                      x No

Explain below:

Click or tap here to enter text.

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

☐ Yes                      x No

Explain below:

Click or tap here to enter text.

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

x Yes                      ☐ No

Explain below:

Our student population Pre K-12 is only 2001. In grades 3-10, our lowest grade level population is 131 and our highest 171. Our highest number of Extend 1 students falls in the 10th grade which has 141 students and 5 Extend 1 making us over the 1% cap.

### Section 3: Assurances

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

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☒ Yes ☐ No

Explain below:

IEP teams cannot make the decision to place a student on Extend 1 curriculum without the EC Director's participation. The IEP team MUST use the eligibility criteria in making the determination.

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:

Eligibility is not determined by race or gender. It is specifically determined by the eligibility criteria, individual needs of the child, and input from all members of the IEP team including parents. The school system has no control over race and gender of the students who qualify.

### 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?

None at this time.

### Signatures

Superintendent/Charter School Director Rob Jackson Date 4/12/19

Exceptional Children Director/Coordinator Virginia Jones Date 4-12-19

LEA/Charter School Test Coordinator Tony Dunn Date 4-12-19

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 [alternatassessment@dpi.nc.gov](mailto:alternatassessment@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.