

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.

3-Digit LEA/Charter Code: 330
Contact Name: Meagan Sykes
Contact Phone No.: 252-641-2600
District/Charter Name: Edgecombe County Public Schools
Contact Title: EC Director
Contact E-Mail: msykes@ecps.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	<input checked="" 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 type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

During EXTEND 1 Test trainings, our LEA Accountability Director ensures that the eligibility criteria for the EXTEND 1 assessments are discussed in detail in face to face training. The eligible students for the EXTEND 1 must have a current IEP, must be instructed using the NC Extended Content Standards in all assessed content areas and must have a significant cognitive disability in all areas.

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:

We have had few students, on a case by case basis that have been placed on the Extend 1 that were not in a Low Incidence classroom in elementary school, but their disabilities were MU and AU and the IEP teams determined these students met the criteria and felt these students were best fit for the Extend 1.

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:

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?

☐ Yes

☒ No

Explain below:

No. Actually, the grade levels where we exceed our participation gap the most are the grade levels (4th, 6th, 7th, and 8th) in which we have a larger number of low incidence students.

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

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Our students that are in the Low Incidence classrooms, they participate in the Extend 1. Any other students that the IEP team is considering for an alternative assessment, they contact their program specialist and the program specialists reviews it with the EC director and then a team decision is made.

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:

We do not have a specific process to identify the disproportionality. We make these team decisions based on what is best for each individual students needs on a case by case basis.

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?

We do not need any additional assistance at this time.

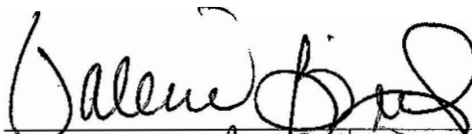
Signatures

Superintendent/Charter School Director

Exceptional Children Director/Coordinator

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator



Date

4/30/19

Date

4/29/2019

Date

4/30/19

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 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.

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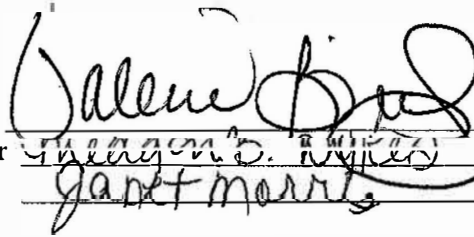
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Additional Information:

Economic History/Data from the 2018 North Carolina Data Card:

Edgecombe County has a large number of students living in poverty. According to the 2018 NC Data Card, 71% of our children live in poor or low-income homes. Prenatal care is also a concern because only 51% of our mothers receive prenatal care. Of our live births, 13% are low birth weight babies and 11.6% are pre-term. Both of these factors have a great impact on our low incidence students and their ability to test.

Edgecombe County Public Schools Additional Information:

ECPS percentages of participation on the alternative assessment are as follows; third grade 1%, fourth grade 1.9%, fifth grade 0.7%, sixth grade 2.3%, seventh grade 2.1%, eighth grade 2.0%, ninth grade 0%, tenth grade 0.7%, eleventh grade 1.2%. We feel the numbers are higher in middle school because students tend to stay in those certain grades before advancing onto high school. Many of the parents are satisfied with their child's educational experience but feel these students are not mature enough to move onto high school. Many of these student stay until the age of 21 which also increases the percentages of participation due to them not graduating at 18.

In Edgecombe County, we also have a lot of medically fragile students that are unable to test for medical reasons.