

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: 700

Contact Name: Jennifer Hawkins

Contact Phone No.: 252-335-2981 Ext. 107

District/Charter Name: Elizabeth City Pasquotank Public Schools

Contact Title: Director of Testing and Accountability

Contact E-Mail: jhawkins@ecpps.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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Other, please explain below:

Parents are informed of criteria and eligibility through IEP meetings. When a child is eligible for Extended Content Standards that specific information is shared with parents including certificate of graduation as opposed to diploma for graduation. School Administration is trained through LEA/manifestation training. We previously included all criteria for eligibility, but will specifically use this flow chart for future trainings. Special Education Staff and Related Service Staff are trained through new teacher training workshops and annual opening meetings as well as school based PLC. Each school has an Exceptional Children's chair who provides turn around training.

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:

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

☐ No

Explain below:

Our district does offer classrooms specifically for students with severe autism, multiple disabilities, and intellectual disabilities. These programs are clustered at four of our thirteen schools.

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:

While we are a large district in Region 1, we are still a small school system overall with a transient student body due to a large Coast Guard and Navy population. Additionally, we are highly impoverished population with minimal access to medical and mental health agencies within a 50 mile radius. Access to intervention due to lack of a viable public transportation system compounds issues for many of our families. One or two students moving into a grade level who receive extended content standards instruction can easily place us over the 1.0% participation limit in a district of our size.

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Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

We monitor it through the 1.0 Percent Participation report as well IEP Eligibility meetings. Additionally, it is monitored through caseload counts for specialized programs.

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:

The IEP teams follow eligibility criteria using items such as psychologicals, observations, educational, adaptive assessments, and communication needs. Medical reports and classroom assessments and observations are also used. Children served with an IEP are also reviewed every three years in addition to their annual IEPs. Currently, we are not identified for disproportionality in these categories.

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?


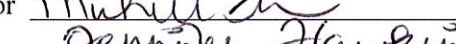
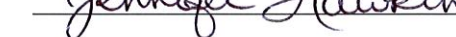
Another level of alternate assessment would be helpful such as the previously used NC Extend 2.

Signatures

Superintendent/Charter School Director

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator

Date

3/3/19

Date

5/3/2019

Date

5/3/19

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.