

## 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> 350
<b>Contact Name:</b> Windy Edwards
<b>Contact Phone No.:</b> 919-496-2457
<b>District/Charter Name:</b> Franklin County Schools
<b>Contact Title:</b> Director of Exceptional Children and Student Services
<b>Contact E-Mail:</b> windyedwards@fcschools.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.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
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"/>

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Other, please explain below:

Information is provided to parents individually at IEP meetings while discussing assessment options.

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 several students in this category but they also have other disabilities/impairments which factor into the decision for them to be taking the alternate assessment. For example, we have 2 students who have a primary eligibility category of visual impairment who take alternate assessments, but both of those students also have secondary eligibility categories and evidence of cognitive impairment. IEP teams are expected to follow our district process before deciding on alternate assessment (process explained in depth in section 3).

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.

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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:

Click or tap here to enter text.

### Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

FCS has a policy stating that a full explanation needs to be given to parents if an IEP team is considering moving a student to the the adapted curriculum. After this discussion, we have a form for parents to sign which stated the following information in writing: I have been informed that my child: \_\_\_\_\_ is being placed in a Self-Contained EC Classroom to address his specific academic and/or behavioral needs. I fully understand that he/she is being removed from the regular Standard Course of Study/Common Core Curriculum and will not be eligible to receive a regular High School diploma. State, local and district wide assessments will be based on the NC Extend I standards and skills, which is an alternate assessment.

Before any meeting where the team is anticipating a discussion about a move to the adapted curriculum, the student's case manager is required to notify the EC program specialist for that student's school. The program specialist reviews the student's records and if warranted, will contact our FCS adapted curriculum specialist to request a records review, student observation, and/or consultation with the case manager. Throughout this process, the program specialist and adapted curriculum specialist coach the case manager through ensuring that the student meets the eligibility criteria as outlined in the Testing Students with Disabilities publication before the IEP team makes the determination. Teams are also reminded to increase in-class supports and interventions for struggling students, and consider increasing special education service time in a resource room setting for students who still do not make progress with appropriate classroom interventions, before considering a move to adapted curriculum.

We also try to provide necessary supports to our teachers and schools to meet the needs of students who may be considered for a move to the alternate curriculum. Several years ago, we began a program which placed a behavior support assistant in each elementary school to support students with serious behavioral needs. We also train and coach teams to avoid making decisions about moving a student to an alternate classroom because of behavioral needs. We have a behavior specialist for the county who supervises this program and helps to support IEP teams in conducting functional behavior assessments, creating behavior intervention plans, and determining appropriate behavioral interventions.

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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:

Males - At most grade levels, males make up a significantly higher percentage of students taking the alternate assessment than females. Ongoing training is underway to educate staff about the importance of determining whether difficulties a student is having are due to a cognitive impairment, or are caused by behavioral problems which could limit a student's progress or even access to educational opportunities. Such behavioral issues could be more prevalent in males. Another important aspect of our plan is to provide support to teachers to help them work with students with behavioral concerns. This was described in more detail in the previous question.

Economically disadvantaged students - At most grade levels, economically disadvantaged students make up a significantly higher percentage of students taking the alternate assessment, compared to all students. Pre-k programs in our county help to address this concern by providing learning opportunities for children living in poverty, whose parents may not be able to provide early learning experiences for their children. Also, support is provided for staff/IEP teams about the importance of careful discernment between a student who is struggling due to a cognitive impairment and a student who is struggling due to lack of access or opportunity. We are a small rural county with a high poverty rate. While we need to ensure that students placed on the alternate curriculum legitimately have significant cognitive disabilities and that their difficulties with learning are not due to lack of exposure to learning opportunities, families living in poverty also have a higher rate of other factors which can lead to significant disabilities in their children, such as drug abuse, fetal alcohol syndrome, poor health/nutrition for pregnant mothers, and nutritional deficits in infancy and early childhood.

Students who are black or multi-racial also have a significantly higher percentage of students taking the alternate assessment at most grade levels. While we have not addressed this issue specifically, our overall process of supporting IEP teams in making decisions about alternate assessments helps to educate staff and applies to this category as well.

### **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?

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The detailed flowchart that was highlighted during the webinar about the 1% justification is very helpful. More visibility/distribution of this document could be helpful. For example, adding that to the Testing Students with Disabilities booklet to replace the more basic one in there would be one way to get more people to see that.

### Signatures

Superintendent/Charter School Director



Date

5/3/19

Exceptional Children Director/Coordinator



Date

5/3/19

LEA/Charter School Test Coordinator



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](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.