

## 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> 41L                   |
| <b>Contact Name:</b> NATASHA ROBERTSON                 |
| <b>Contact Phone No.:</b> 336-617-5900                 |
| <b>District/Charter Name:</b> Gate CityCharter Academy |
| <b>Contact Title:</b> Principal                        |
| <b>Contact E-Mail:</b> 105.nrobertson@nhaschools.com   |

### 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 type="checkbox"/>            |
| Online training                  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Given copy of guidance documents | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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:

Extend 1 and the criteria to be placed on it are explained to parents in the IEP meeting. They are encouraged to ask questions.

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 first year the lottery chose 7 students who were self-contained and some of them were already assigned to Extend 1. Since the first year a 2nd class had to be added. Our name has also caused some confusion as Gateway a separate school in Greensboro is our neighbor which has brought several students to us from public separate in Guilford County

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:

Gate City's capacity is 772 students who are chosen by lottery. Herefore, our percentages rise easily. Our first year the lottery chose 7 students who were self-contained and some of them were already assigned to Extend 1. Since the first year a 2nd class had to be added. Our name has also caused some confusion as Gateway a separate school in Greensboro is our neighbor which has brought several students to us from public separate in Guilford County

### 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:

The Dean over Special Education and the Supervisor discuss all students who participate on Extend 1 to ensure they have been appropriately identified. They opton of Extend 1 is reviewed annually by the IEP team and lengthy disucssion held if there is any doubt about the child needed to continue or if they should move to standard tessting with supports. It is a little frustrating that it is an all or none testing situation for some students.

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:

Our intervention process works hard to ensure that only those students who truly meet the criteria and need direct specialized instructin are moved into referral and placement process. Should it appear that a particular group was being placed more frequently than others we would review our process and seek out why that group had a higher rate. Being a charter and taking students at random as they apply can bring us students with unusly placements and in some cases cause higher numbers in an area than we would expect.

**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?

At this time we avail ourselves of the state consultants, attend regional meetings and feel we are adequately informed.

**Signatures**

|   |                              |      |                  |
|---|------------------------------|------|------------------|
| Superintendent/Charter School Director    | <u>Lori Hill</u>             | Date | <u>1-27-2020</u> |
| Exceptional Children Director/Coordinator | <u>Margaret H. Blackwell</u> | Date | <u>1-27-2020</u> |
| LEA/Charter School Test Coordinator       | <u>N. Robertson</u>          | Date | <u>1-27-2020</u> |

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.

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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.