

## 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> 400
<b>Contact Name:</b> Doris Brown
<b>Contact Phone No.:</b> 252-747-3425
<b>District/Charter Name:</b> Greene County Schools
<b>Contact Title:</b> Exceptional Children's Director & Section 504 & AIG Coordinator
<b>Contact E-Mail:</b> dorisbrown@greene.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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Other, please explain below:

Information regarding Alternate Assessments is shared and discussed during the district-wide leadership meetings held through-out the school year. Follow-up also takes place during the district's Summer Leadership Academy. Parents, teachers, and related service personnel also review criteria and make decisions regarding alternate assessment during individual student IEP meetings. The criteria as outlined, in addition to student data are utilized to make a final decision.

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:

The district DOES NOT identify student to participate in the alternate assessment that do not traditionally participate.

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:

NO, The district does not have any separate school or separate programs which contributes to a higher enrollment of students with significant cognitive disabilities. All students are served within our traditional 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:

Yes, the district is a small rural district and has seen a decrease in overall enrollment over the past couple of years as well as an increase in students who transfer into the district with significant cognitive delays and needs. The district's April 1 headcount was 286, as a result, the district's student with disabilities population is currently 8.9%.

### Section 3: Assurances

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

☒ Yes ☐ No

Explain below:

The district monitors alternate assessment participation annually. In collaboration with our accountability department as well as school staff on-going dialogue takes place regarding students who require the alternative assessment to access the state assessment system.

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 district's IEP teams process is to utilize the guidance criteria, student data and identified needs on a case by case basis, from which decisions regarding alternative assessment placement is determined. On-going dialogue with staff and parents remains our primary focus surrounding placement for alternative assessment. If found to be disproportionate, the district would review and revise as needed current practices guiding placement decisions. A training and monitoring plan would then be developed.

**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?

The guidance document is sufficient at this time.

**Signatures**

Superintendent/Charter School Director

*Patrick C. [Signature]*

Date 4/15/19

Exceptional Children Director/Coordinator

*[Signature]*

Date 4-15-19

LEA/Charter School Test Coordinator

*Cathy H. Williams*

Date 4/15/19

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.