

## 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> 410                      |
| <b>Contact Name:</b> E. Clarke Goodman                    |
| <b>Contact Phone No.:</b> 336-370-2350                    |
| <b>District/Charter Name:</b> Guilford County Schools     |
| <b>Contact Title:</b> Director of Assessment Coordination |
| <b>Contact E-Mail:</b> goodmae@gcsnc.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 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:

Guilford County Schools inform parents of the NCEXTEND1 alternative assessment if their student is instructed using the North Carolina Extended Content Standards in all assessed content areas. This occurs when the IEP team has confirmed that the student has a significant cognitive disability, during the IEP meeting in accordance with the criteria.

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:

Guilford County Schools has four public separate schools which provide for the educational needs of our most significantly impacted students. As a result, many parents move to Guilford County in order to access services they feel are lacking in other districts. More than 25% of the district's NCEXTEND1 students attend these four schools.

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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:

While the student population is not small (approximately 73,000), Guilford County has numerous charter and non-public schools within its borders. There are approximately 5,400 students attending charter schools who are in state tested grades and courses. None of these schools serve students using the Extended Content Standards. Guilford County also has 34 non-public schools which serve in excess of 4,600 students in the state tested grades and an additional estimated 3,200 K-12 home school students. These non-public and home school students are generally not instructed through the Extended Content Standards. The reduction of approximately 13,000 students leads to an increase in the percentage of Guilford County Schools NCEXTEND1 administrations from below 1.0% to approximately 1.2%.

### **Section 3: Assurances**

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

☒ Yes

☐ No

Explain below:

IEPs are routinely monitored by Exceptional Children Services Supervisors and Coordinators. Coordinators routinely attend IEP meetings throughout the district and consult with teachers, provide coaching, and work to build teacher capacity in all areas of development.

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:

To determine disproportionality with the group of students on the extended content standards, GCS calculates the risk ratio for each subgroup. We place any risk ratio higher than 2.0 in a given year on a watch list and take action for any ratio higher than 3.0.

Exceptional Children Services, including Psychological Services, reviews and conducts analysis of monthly data reports of new students referred for an evaluation for special education, current students with Individualized Education Programs (IEPs), and Re-evaluation data. Discipline data by disability, race, gender, etc. is also reviewed on a monthly basis at the Cabinet-level and with Principal Supervisors. School Intervention Support Teams (IST) receive annual and ongoing training specific to analyzing comprehensive data and how factors of disproportionality with race, gender, or socioeconomic should be mitigated. IST teams and staff place emphasis on problem solving and data driven instructional decision making, across all tiers, that includes assurances with core instruction,

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supplemental support, intensive support for students referred to special education and with IEPs. By training and working with IST teams to identify deficits early and put in place research-based interventions, this accelerates the growth of those students with emerging foundational skills and supports plans for how Guilford County Schools addresses disproportionality.

Exceptional Children Services, including Psychological Services, ensures that updated and culturally sensitive assessments are used when conducting evaluations for Special Education. School Psychologists and staff attend multiple trainings on the cultural and linguistic loading of various assessments and how we can minimize the impact that race, gender, and SES have on evaluation outcomes. Plans and practices emphasize that psychological testing data/scores are only one component of a comprehensive evaluation and should be taken into consideration when evaluating the whole child. In addition to race, gender, or socioeconomic status, a "best practice" document for assessing English Language (EL) students has been used as a training resources and with IST teams, and includes the gathering and proper interpretation of evaluation results.

Academic Services, in collaboration with Psychological Services, has also been at the forefront to move the district towards implementing the school improvement model titled Multi-Tiered System of Supports and fully endorsed by the Council of Great City Schools as the best way districts can move towards reducing disproportionality, which has been verified through multiple research studies. Positive Behavior Interventions and Supports (PBIS) training, coaching, and implementation also occurs in Guilford County Schools. Proper implementation of PBIS has clearly been shown to reduce disproportionality with regards to Office Discipline Referrals (ODR), In School Suspensions (ISS), and Out of School Suspensions (OSS).

### **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?

Click or tap here to enter text.

### **Signatures**

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Superintendent/Charter School Director  
Exceptional Children <sup>Asst. Superintendent</sup> Director/Coordinator  
LEA/Charter School Test Coordinator

*Sharon L Contreras*  
*Randy S. A.*  
*[Signature]*

Date

*4-29-19*

Date

*4.26.19*

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.

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.