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: 450
Contact Name: Cathy Childress Jennifer Shelton
Contact Phone No.: 828-697-4566
District/Charter Name: Henderson County
Contact Title: Exceptional Children's Director
Contact E-Mail: cpchildress@hcpsnc.org jrshelton@hcpsnc.org

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	☐	☒	☐	☐
Online training	☐	☐	☐	☐
Given copy of guidance documents	☒	☒	☐	☒
No training provided	☐	☐	☒	☐
Other, please explain below	☐	☐	☐	☐

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Other, please explain below:

Click or tap here to enter text.

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:

Henderson County Public Schools has targeted Autism programs at the Elementary and Middle level. These programs have trained staff that are supported by the Autism Coaching Team, behavior specialist, and an IEP coach. These programs and a local private school providing ABA therapy and intensive behavior programming are seen as participating factors for HCPS being above 1% participation in the NC Alternate Assessment.

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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:

Henderson County will continue to proved Professional Learning opportunities to ensure the understanding of the eligibility criteria as outlined in the Testing Students with Disabilities and the NC Alternate Assessment Decision Making Flow Chart. This training is bolsterd by district leaders reviewing each new student that IEP teams are proposing participate in the NC Alternate Assessment. This review will ensure that students identified meet the criteria for participation.

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:

Henderson County Public Schools has investigated areas of disproportionality within the alternative assessment the team identifies that there is one area that should be reviewed and addressed. Henderson County Public Schools has 63.1% males and 36.9% Female participating in the Alternate Assessment. These discrepencies will be address by the district leaders continueing to review each new student that IEP teams are proposing participate in the NC Alternate Assessment. This review will ensure that students identified meet the criteria for participation.

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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?

None at this time.

Signatures

Superintendent/Charter School Director _____ Date 5/2/19
Exceptional Children Director/Coordinator Cathy Childress Date 5-2-19
LEA/Charter School Test Coordinator Susan F. Shuler Date 5-2-19

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.

Note: See page 5 for additional information that can be included but is not required.