

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: 470
Contact Name: LeaAnna Fernandez
Contact Phone No.: 910-875-8009
District/Charter Name: Hoke County Schools
Contact Title: EC Academic/Autism/Extend 1 Coordinator
Contact E-Mail: leanna.fernandez@hcs.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	Other Staff/Community
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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1.0 Percent Participation Justification Form 2018–19

Other, please explain below:

Initial training on the Alternate Assessment Criteria was provided to administration and leadership team in the fall of the 2018-2019 school year. We also provide this training immediately to our new teachers during new teach training in August. Training was then provided to all teachers during district mandated meetings. We conducted follow-up meetings with individual school teams multiple times through the school year to provide additional review of the alternate eligibility criteria. We additionally met with individual teachers who needed further instruction or clarification regarding 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:

Our district does have a percentage of students who are placed on NCEXTEND1 assessment that traditionally would not be. We have done a review of our district data and determined that 66% of our current NCEXTEND1 participating students are appropriately placed on the assessment based on the criteria set forth by DPI in the decision making flowchart. We determined that we had 25 students who categorized as IDMI, OH, ED and DD. Of these students we determined that 12 were miscategorized, and we are working to address this with individual teachers and schools. Our county is working to develop a process that will ensure that a review of all data is done prior to moving a student to NCEXTEND1 assessments. This process will be fully implemented during the 2019-2020 school year, with the goal being consistency across the county in placement of students on alternate testing. Additionally, we reviewed the 31 students who did not meet the criteria for NCEXTEND1 testing. This revealed that 12 of these students fell within 2-4 points of the 3 standard deviations below the mean. Additional information provided by the teacher, educational scores and adaptive scores indicated that the students functional and communication skills fell significantly below the mean, which greatly impacted their ability to perform consistently on standardized assessments without significant modifications and accommodations daily.

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:

While our district does not have a specific targeted program within our school system, we are in close proximity to Ft. Bragg Army Base. We have a significant population of military connected students/families within our county, with 16% of our current EXT 1 participating students being military connected. Based on information provided by the EFMP (Exceptional Family Member Program), soldiers are given three choices of bases (with Ft. Bragg being one of three major installations that have proximity to major services: TEACCH, Duke Hospital, and Chapel Hill Children's Hospital). Soldiers are required to research the base choices to choose the best option for their family member. Our proximity to TEACCH for Autism support has also increased the number of students with ASD throughout the county. Of our 92 current NCEXTEND1 students in grades 3-11, 38 of them are qualified under the category of ASD (41% of our Extend 1 participating students).

1.0 Percent Participation Justification Form 2018–19

Click or tap here to enter text.

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:

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

Our team has developed an Alternate Assessment Criteria Checklist and planning document based on the flowchart put forth by DPI. This form was introduced this school year to administration and teachers, and will be rolled out next school year at all schools. Any IEP teams considering placement of a student on alternate testing will be required to complete this form prior to making their decision and review their documentation with the district level team. This form will then be used during their IEP meeting to ensure they have gathered all the necessary documentation and will be making an appropriate decision regarding placement on Alternate Assessments. The goal of this form is to ensure all students are being appropriately placed on assessments, that all IEP teams are following the appropriate criteria for placement, and that all necessary information/data is discussed during the IEP Team meeting.

The Extend 1 Coordinator has developed a schedule of review, this will be conducted three times yearly to review students on NCEXTEND1 and ensure any changes follow the appropriate criteria. Our district also provides quarterly benchmark assessments for our NCEXTEND1 students, this data is reviewed by our EC/C&I team to help with monitoring appropriate assessment procedures and placement. This year we conducted monthly training sessions to review the updated Extended Content Standards, and instructional practices throughout the county. We have weekly PLC's (Professional Learning Community) meetings with EC teachers at the elementary and middle school level. During

1.0 Percent Participation Justification Form 2018–19

these meetings we review the EC academic data for the school, identify areas of need, and develop a plan to address needs. Additionally, our Exceptional Children's office conducts monthly Self-Contained meetings where we review district wide data, provide training in instructional practices, and work to develop shared assessments for the Extended Content standards to help gather data to inform practices.

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:

We currently do not have a specific process to identify and address disproportionality this school year. We have developed a plan to provide Culturally Responsive Training for the 2019-2020 school year, beginning with our EC teachers. Additionally we have developed a process to ensure appropriate placement on alternate assessments, based on data and Alternate Assessment Criteria that will be fully implemented during the 2019-2020 school year. This checklist will ensure that all data is reviewed prior to placement on NCEXTEND1 assessments, and ensure that this placement is based on IQ and adaptive scores regardless of gender, race, or socioeconomic status. We will develop a district team that will review these checklist, Fact:

Schools evaluate and identify children as eligible individuals within the disability areas as defined by federal law, one of which is Specific Learning Disability. Dyslexia is recognized as a Specific Learning Disability (SLD); children with dyslexia may be found eligible as a child with a disability under the category of Specific Learning Disability.

as well as all students currently being assessed with the alternate assessment. We will meet with specific schools, administration, and teachers to review their students that are being assessed with the alternate assessments to ensure they are appropriately placed and to determine next steps for students who do not meet criteria.

Section 4: Resources and Technical Assistance

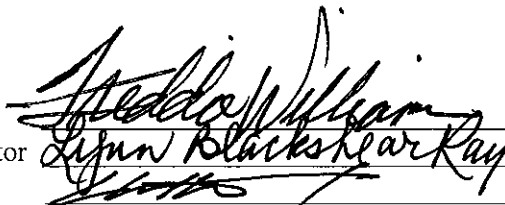
What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

1.0 Percent Participation Justification Form 2018–19

Click or tap here to enter text.

Signatures

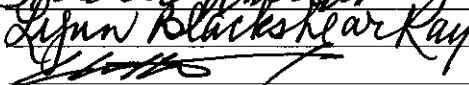
Superintendent/Charter School Director



Date

4/30/19

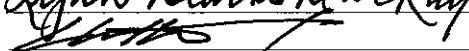
Exceptional Children Director/Coordinator



Date

4/30/19

LEA/Charter School Test Coordinator



Date

04/30/2019

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.