

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: 580
Contact Name: Lisa W. Bowen
Contact Phone No.: 252-792-575
District/Charter Name: Martin County Schools
Contact Title: Exceptional Children Director
Contact E-Mail: lbowen@martin.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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

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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:

The district does not provide a targeted program that contributes to a higher enrollment of students with significant cognitive disabilities, however there is a therapeutic group home within our community which provides placements by either state agencies or individual parents for students with significant cognitive disabilities. This impacts our the number of students enrolled in our school programs.

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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:

Our overall student population is less than 3000 students.

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

Alternate assessment participation is monitored by the district's EC Director, EC Specialist, and the Testing Director. Our district is small enough that we are able to individually review each record for students placed on alternate assessment to insure that guidelines have been followed in making that decision.

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 LEA will continue to monitor our population of students with disabilities participating in the alternate assessment and examine any trends for identification of disproportionality. Given the size of our district and small population this is a reasonable expectation. In addition, the district will continue to offer professional development to school staff and administrators in the areas of Exceptional Children policies, procedures and guidelines, as well as in the area of testing in order to assure that all students are receiving appropriate services and assessments.

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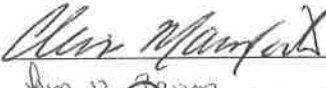


Section 4: Resources and Technical Assistance

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?

MCS students are being assessed using the appropriate assessment. As a district, we provide services to the students that are presented to us regardless of their cognitive abilities using best practices which include following eligibility requirements, utilizing the alternate assessment decision making flow chart, and recognizing the importance of students not being restricted in their scope of educational opportunities. MCS does not currently require additional technical assistance or resources from NC DPI to address this matter.

Signatures

Superintendent/Charter School Director
Exceptional Children Director/Coordinator
LEA/Charter School Test Coordinator

Date 5-2-2019

Date 5/2/19

Date 5/2/2019

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.