

## 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> 640
<b>Contact Name:</b> Christy Grant
<b>Contact Phone No.:</b> 252-462-2507
<b>District/Charter Name:</b> Nash-Rocky Mount
<b>Contact Title:</b> EC Director
<b>Contact E-Mail:</b> mcgrant@nrms.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 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 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 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:**

Click or tap here to enter text.

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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:

Nash-Rocky Mount has a process in place to ensure IEP team decisions to assess a student using the alternate achievement standards are made based on the eligibility criteria as outlined in the Testing Students with Disabilities manual. Training is provided to ensure team members (parents and school staff) have an understanding of the alternate achievement standards, graduation requirements and eligibility guidelines. IEP teams base their determinations on multiple data points, to include, evaluations completed by licensed professionals that include intellectual, adaptive behavior and educational assessments. Health and related services screenings, interventions, observations, formative and summative data and a review of existing data are discussed as well. The student's significant cognitive impairments prevent them from attaining grade-level achievement standards. IEP teams must determine that each student has to be instructed using the North Carolina Extended Content Standards in all assessed content areas.

The Exceptional Children's Department has a thorough Compliance Review Process to monitor and review each student's data to ensure all policies and procedures are followed and multiple data points over multiple years are part of the determination process. District personnel must be consulted and in attendance at IEP meetings where alternate assessment decisions are being considered.

Discussion takes place with the parents to inform them of the differences between alternate achievement standards and academic content standards as well as the alternate assessment that the student's achievement will be measured. Parents sign a Statement of Understanding prior to the IEP team decision, stating they understand the ramifications of their child taking the alternate assessment. An Exceptional Children's Program Specialist is part of the IEP problem-solving process to support school teams and parents in making the appropriate recommendations based on data analysis.

District, school, grade level and individual student alternate assessment participation data is reviewed. District, school and grade level data provides us a landscape of participation rates. Schools/Grades with higher percentages of students assessed on the alternate assessment are investigated further to determine the reasons for the higher participation rates. Individual student data is gathered and reviewed to ensure that the student meets the criteria for having a significant cognitive disability.

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Additionally, we also work closely with our Accountability Director to ensure we are in compliance with all testing and accountability policies..

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:

Nash-Rocky Mount has a review process in place to monitor IEP team decisions on appropriate state assessments to ensure appropriate procedures have been followed and that the students meet the significant cognitive disabilities criteria for the assessment. We will also review and monitor the identification process and continued assessment need through our weekly internal audit process.

A district level team will meet quarterly, or as needed, to review student data profiles and conduct observations for students who IEP teams would like to consider for placement on an alternate assessment. A problem-solving protocol will be utilized to develop recommendations for the IEP team to consider when discussing alternate assessments.

We commit to address any disproportionality in subgroup participation that is based on inappropriate policies, practices, and procedures utilizing tiered supports.

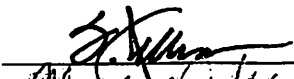

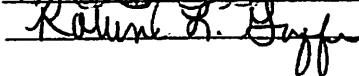
### **Section 4: Resources and Technical Assistance**

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?

Specialized training on UDL support for Regular Ed and EC Teachers  
The ability to extract SWD subgroup information from NC Check-ins  
An assessment that is able to measure student progress.

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**Signatures**

Superintendent/Charter School Director		Date	<u>4-18-19</u>
Exceptional Children Director/Coordinator		Date	<u>4-17-19</u>
LEA/Charter School Test Coordinator		Date	<u>4-29-19</u>

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 [alternatassessment@dpi.nc.gov](mailto:alternatassessment@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.



The Every Student Succeeds Act (ESSA) requires states to ensure that the total number of students assessed in each subject using the NCEXTEND1 alternate assessment based on alternate academic achievement standards does not exceed 1.0 percent of the total number of all students assessed in each subject. The North Carolina Department of Public Instruction (NCDPI) has reviewed participation data for the NCEXTEND1 assessment in 2017–18 and found at the state level that over 1.0 percent of students in North Carolina participated in some of the NCEXTEND1 content areas. Additionally, data showed there are more than 100 districts and charter schools that exceeded the 1.0 percent participation in the alternate assessment during the 201–17 school year.

Based on the 2017–2018 school year participation data, the NCDPI anticipates the state will exceed the 1.0 percent cap on alternate assessment participation in Mathematics and English Language Arts (ELA)/Reading at grades 3–8, Science at grades 5 and 8, and Science at grade 11 for the 2018–2019 school year.

### **Nash-Rocky Mount Public Schools**

#### **Here's What!** **2017-2018 Data**

State Percentage	District Percentage	Subject and Grade (s)	Numerator	Denominator
1.1%	2.1%	Mathematics Grades 3-8	142	6882
1.2%	1.8%	Mathematics Grade 11	18	1015

.09%	1.6%	ELA/Reading Grade 10	19	1175
1.1%	2.2%	Science 5 & 8	50	2235
1.1%	1.7%	Science Grade 11	18	1036

### Alternative Assessment Participation Data Review

## So What!

#### **Description of how any disproportionality among race, gender, or socioeconomic status groups is defined.**

Nash-Rocky Mount Public Schools tested student population in the all subgroups are made up of roughly 63% in the economically-disadvantaged category and 58 % black category among 26% white, 10% Hispanic. We are a low-wealth, rural district with well over half of the students receiving free and reduced meals. Fourteen of our twenty-eight schools participate in the Community Eligibility Program (CEP) for high poverty school districts and children.

We have a higher percentage of black students taking an alternative assessment within the middle school grade band with 65% in 6th grade for reading, 6th grade 65% for math and 65% for science. However, black students assessed in 10th grade reading with an alternative assessment was noted as the highest percentage overall with 68%, in comparison to 33% to the white category.

## Now What!

#### **Plans for how disproportionality will be addressed:**

Nash-Rocky Mount has a review process in place to monitor IEP team decisions on appropriate state assessments to ensure appropriate procedures have been followed and that the students meet the significant cognitive disabilities criteria

for the assessment. We review and monitor the identification process and continued assessment need through our weekly internal audit process.

A district level team will meet quarterly, or as needed, to review student data profiles and conduct observations for students who IEP teams would like to consider for placement on an alternate assessment. A problem-solving protocol will be utilized to develop recommendations for the IEP team to consider when discussing alternate assessments.

We commit to address any disproportionality in subgroup participation that is based on inappropriate policies, practices, and procedures utilizing tiered supports.

**Local Policies and Procedures:**

[NRMPS Guidance Document](#),

[Extend I Statement of Understanding](#)

[Extend I Planning Form](#)

**2018-2019 Extend I Implementation Training Plan**

[X 1 New Standards Training Plan](#)