

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: 690
Contact Name: Sherry Meador
Contact Phone No.: 252-745-4171
District/Charter Name: Pamlico County Schools
Contact Title: Executive Director of Instructional Services
Contact E-Mail: sherrymeador@pamlicoschools.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	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Other, please explain below:

Training provided did not include the updated flow chart. Future trainings will be modified to include this information.

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:

One student identified as LD is included in the Extended Content Standards and Extend1 testing. Justification within the student's current IEP addresses the need for specially designed instruction, extended content standards, and academic and functional needs.

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 receives students from surrounding counties as part of therapeutic foster and foster care. In addition, the district receives a high number of EC students from outside the district whose parents request transfer into the district.

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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:

Overall population in the school district is approximately 1350 students PK-12, with an average of less than 100 students per grade level over four schools. On average, placing one student per grade level on extended content standards will put the district at or over the 1.0 participation rate. In the tested grades 3-8, there is at least one student in each grade level currently identified for participation, with grade 5 having the highest number per grade identified.

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

When extended content curriculum placements and testing is discussed during evaluations, annual IEP meetings, and re-evaluations, the eligibility criteria for both adaptive curriculum and Extend1 testing placements are carefully reviewed. Decisions to include students on both adaptive curriculum and Extend 1 are made based on the the students' cognitive abilities and their needs for appropriate curriculum and educational services. The EC department compiles and monitors both the Least Restrictive Environment and Alternate Assessment justification statements made by the IEP teams when completing IEPs for these students.

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:

Review of the current population of students identified as needing adaptive curriculum in the tested grades indicates that the largest disproportionality continues to be related to gender, with 77% of the students on Extend 1 testing being male, compared with 48% of the total population in grades 3-8 and 10. The next highest disproportionality is a 15% discrepancy between the white racial subgroup, with 78% of the Extend 1 population being identified as white compared to 63% of the total tested population. The district will continue to inform and train staff with resources provided by the NCDPI EC and Accountability Departments to insure that the best decisions are being made for students in the areas of curriculum, educational services, and testing options.

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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

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator

Date

4/30/19

Date

5/1/2019

Date

5/1/2019

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.