

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: 720
Contact Name: Kanika Griffin
Contact Phone No.: 252-426-5741
District/Charter Name: Perquimans County Schools
Contact Title: Chief Academic Officer/Testing Coordinator
Contact E-Mail: kgriffin@pqschools.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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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:

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:

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:

Currently, Perquimans County Schools has an Independent Living program at Perquimans County High School and a Life Skills program at Perquimans County Middle School. These programs serve students with moderate to severe intellectual disabilities.

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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:

Perquimans County Schools is a rural northeastern, North Carolina school district, that serves 1,678 students in grades PK-12, with approximately 315 Exceptional Children students. There are 17 students that qualify for NCEXTEND1 based on the eligibility guidelines. Due to our geographical location, many of our families that require additional services and supports for their children with significant cognitive disabilities have to travel at least an hour to receive such services and supports.

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

Perquimans County Schools currently has a process in place to monitor alternate assessment participation. Each school's Testing Coordinator, EC Case Manager, and IEP Chair collaborate to identify individuals that are testing in this category at the beginning of the school year based on their Individualized Education Program and develop a spreadsheet that list each test accordingly. The School's Testing Coordinator and Case Manager ensure that the Review of Accommodation forms are completed so that each student receives testing accommodations as designated by their IEP.

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:

According to the Office of Special Education programs (OSEP), IDEA Section 618 (d), we are required to collect and examine data based on race, ethnicity with the identification of a disability and the educational placement. Our district will continue to monitor and examine students that participate in alternate assessments as well as address disproportionality that may occur as a result. We will continue to utilize the eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart when making alternate assessment participation decisions. Students with significant cognitive disabilities will receive intensive instruction to strengthen and remediate academic skills. For students with potential significant cognitive delays, early intervention through MTSS will be utilized to target and remediate significant areas of academic and functional deficits. We will develop a systematic process that will aid with identifying and addressing disproportionality.

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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?

Perquimans County Schools would like professional development held regionally that will provide more in depth knowledge and explanations on best practices when utilizing appropriate assessment tools for NCEXTEND1 students.

Signatures

Superintendent/Charter School Director	<u><i>Tony Turner</i></u>	Date	<u>5-2-19</u>
Exceptional Children Director/Coordinator	<u><i>Vanita Griffin</i></u>	Date	<u>5-2-19</u>
LEA/Charter School Test Coordinator	<u><i>Vanita Griffin</i></u>	Date	<u>5-2-19</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 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.

The following additional information can be included with the justification documentation, but is not required:

- Evidence that all educators who administer the alternate assessment meet the requirements for test administrators and have received test administration training prior to administering the alternate assessment.
- Evidence that all students have appropriate access to accessibility features on statewide tests.
- A review of the percentage of students taking the alternate assessment at grade 3 versus grades 4–7 versus grade 8 versus high school and an explanation of how Individualized Education Program (IEP) teams are making consistent participation decisions across grade levels.
- A review of data to determine if students are moving from the alternate assessment to the general assessment or vice versa and an explanation for grade levels where this action is more prevalent.
- Evidence that the district is providing appropriate supports and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.
- An evaluation of students instructed using the Extended Content Standards, but who are spending more than eighty percent (80%) of their day in the general education setting.
- Evidence of data-driven team decisions to determine appropriate instruction and assessment.
- An assessment of varying practices across a district and/or between different schools.
- An explanation of special programs or populations that are served by the district/charter school that may contribute to the alternate assessment participation rate.