

## 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> 740
<b>Contact Name:</b> Virginia C. Gaynor
<b>Contact Phone No.:</b> .252.830.7989
<b>District/Charter Name:</b> Pitt County Schools
<b>Contact Title:</b> Director, Exceptional Children's Programs
<b>Contact E-Mail:</b> gaynorv@pitt.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 type="checkbox"/>	<input type="checkbox"/>
Online training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

The most recent memo (3/20/19) and webinar that was sent has been the first time PCS has received the eligibility criteria and the flowchart. Since receiving the information, the documents have been shared with building administrators( principals, assistant principals), testing and accountability director, related services staff and EC district staff.

Also face to face training with Special Education teacher contacts for all the 38 schools has occurred with the materials (eligibility, flow chart) provided by DPI.

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:

Pitt County Schools is located in the eastern region of NC and is the largest district in the northeast region. We are receiving more students with complex cognitive and developmental needs from our Pre-K program especially students on the Autism spectrum. Our LEA had to open an additional elementary district classroom for students on the spectrum. This flow of students from Pre-K to school age are our fastest growing special education identification category. Additionally, more and more parents are moving into our region to access the pediatric services from Vidant Hospital, who has a state of the art children's hospital, and employment with East Carolina University (ECU) and Pitt Community College (PCC). Pitt County is surrounded by small rural communities in all four directions (Martin, Greene, Lenoir, Bertie, and the like), and we have seen increases in families moving here to have access to the full range of services we have to support families and students from jobs to professional careers. Our district also has a disproportionate number of group homes within the heart of Pitt County and on the fringes. Group homes owners move here to access services opportunities and support for their clients.

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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:

We have had Professional Development training with administrators (principal and assistant principals) and have shared information through principal's meetings on on alternative assessments. What also have monthly Special Education Monthly meetings were we have shared the processes and emphasized data and not identification determines the students who take the Extend 1. The Exceptional Children's Department partners with the Testing and Accountability division to have inservice trainings with testing coordinators for each of the grades 3-12 schools to ensure that each school coordinators have the information and the criteria needed for the students who should be administered Extend 1. For the 2019-2020 school year, the monthly report that SPED contact send in will include listing the students who are recommended for extend 1 alternative assessment. Lastly, at the Beginning of Year training, we will have another breakout work session on the data that must be used in considering extend 1 as the alternate assessment.

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:

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Information that is provided by our Testing and Accountability administrators help identify students who are taking alternate assessments by the various demographic identifiers (races, gender, SES groups).

### 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?

Like other supports, webinars and powerpoint trainings are also helpful so we have the information that is portable for LEAs to use but flexible enough to individualize to the needs of the LEA.

### Signatures

Superintendent/Charter School Director



Date

4/30/19

Exceptional Children Director/Coordinator



Date

4/30/19

LEA/Charter School Test Coordinator



Date

4/30/19



4.30.19

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](mailto: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.