

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: 820
Contact Name: Susan Warren
Contact Phone No.: 910-592-1401
District/Charter Name: Sampson County Schools
Contact Title: Director of Accountability and Student Services
Contact E-Mail: susanw@sampson.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 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:

There are students that do not participate traditionally in the alternate assessment. The determination is made based upon student evaluation data, benchmark score data, and teacher observational data from classroom assessments, as well as other informal and formal assessment data.

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:

No targeted programs offered.

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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:

We are identified as a CEP (Community Eligibility Participant) school district. 100% of our students receive free and/or reduced lunch in the district. Our student population has also been much more transient the last few years. Both of these speak to the socioeconomic status of families in the district.

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

A protocol was developed to determine if students have significant cognitive delays that need to be addressed in a testing situation through the NCEXTEND1.

The EC Program Specialists will attend all meetings where NCEXTEND1 testing is being considered to assist teams and ensure criteria is being reviewed prior to making the final 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:

Disproportionality will be addressed by the district examining EC records to determine the identification areas of students who participate in testing through the NCEXTEND1. Reviewing the records will allow the district to determine how decisions are being made and if inappropriate identification could be contributing to disproportionality, if students who are identified as having significant cognitive delays are contributing to the disproportionate number of students tested. Review of the records will take place monthly, by randomly selecting files to audit. In incidences where it appears that IEP teams may have placed a student on NCEXTEND1 inappropriately, a recommendation will be made that the team reconvene and ensure that appropriate eligibility criteria is considered. If folders are found to be non-compliant with adhering to the criteria for determining eligibility, there will be a corrective action form given to the case manager, reviewed, and given a due date to address and correct. The building level administrator will be made aware and have to provide a signature stating they have received the information and understand the next steps.

Progress monitoring will take place and a checklist will be developed for IEP teams to utilize.

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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?

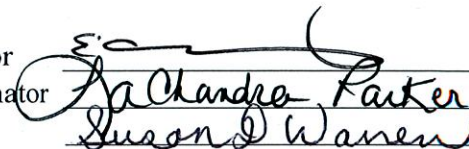
The district would like for professional development to be done in district with assistance from the Extended Content Standards consultants to assist the district in ensuring that students are being assessed using the appropriate assessment.

Signatures

Superintendent/Charter School Director

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator


LaChandra Parker
Susan D. Warren

Date 4/29/19

Date 5/2/19

Date 4/29/19

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 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.