

## 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> 830
<b>Contact Name:</b> Angeline Cotton
<b>Contact Phone No.:</b> (910)276-1138
<b>District/Charter Name:</b> Scotland
<b>Contact Title:</b> EC Director
<b>Contact E-Mail:</b> acotton@scotland.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 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 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:

Not applicable

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:

The team meets to review student performance data, including any psychological and educational testing. The Decision Making Chart is utilized as well in making the decision as to whether students will participate or not participate in the NC Extended Content Standards and the Extend 1 assessment.

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 does have several Multi-Categorical Classrooms throughout the district for both elementary and secondary. Generally, students participating in the Multi-Categorical Classrooms participate in the NC Extended Content Standards.

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:

When looking at the number of students who participate in the Extend 1 assessment, students who are on the Autism Spectrum make up the highest population. Thirteen (13) AU students took the Extend 1 Assessment during the 2017-2018 school year. Often times our student with Autism present as Significant Cognitively Delayed due to communication disorders or lack of communication. Upon, identifying the most appropriate means of communication some of the students with Autism are able to participate within the General Education Curriculum and Standard Course of Study Assessments.

### Section 3: Assurances

## 1.0 Percent Participation Justification Form 2018–19

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

☒ Yes

☐ No

Explain below:

The district utilizes the Decision Making Tree, along with a review of all student data at least quarterly to determine continuation in the NC Extended Course of Study.

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:

During the 2017-2018 school year we had a total of 39 students participating in the Extend 1 Alternate Assessment; of the 39 student, 31 were males (17 African American (AA), 1 American Indian (AI) and 13 White (WH)); 8 females (4 AA, 1 AI and 3 WH). Data shows that of students participating in Extend 1 Alternate Assessment, more than half are African American and overall males make up 79% of our Extend 1 Alternate Assessment participants. To address disproportionality, the district will provide a review of policy and practices that are used when determining eligibility for Special Education Services as well as the appropriate curriculum and assessment criteria (Alternate Assessment Decision-Making Chart). The district will also review internal audit data and monthly MTSS data (number of students in each Tier, including race, gender, and exceptionality; possible referrals to EC). EC teachers will review progress monitoring data and student performance in academic areas to determine if participation in the NC SCOS with supports is feasible or continued participation in the NC Extended Content Standards. Professional development will continue for teachers in regards to the NC Extended Content Standards and Eligibility Criteria for NC Extend 1 Assessment. Scotland County Schools continually monitors student performance to determine appropriate curriculum and state assessment participation.

### 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?

Our district would like more support and additional training on the new and revised Extended Content Standards.

### Signatures

Superintendent/Charter School Director  
NCDPI/Division of Accountability Services

 Date

5/1/19

**1.0 Percent Participation  
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Exceptional Children Director/Coordinator  
LEA/Charter School Test Coordinator

ACottan  
Barney BMO

Date

Date

5/1/19  
5/1/19

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.