

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: 850
Contact Name: Terri Collins
Contact Phone No.: 336-536-9010
District/Charter Name: Stokes County Schools
Contact Title: Director of Special Programs
Contact E-Mail: terri.collins@stokes.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 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 checked="" 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:

Building administrators are trained on the differences between General Curriculum and Adapted Curriculum in face to face sessions. Those include the criteria for Extend 1 Alternate Assessment participation. EC Teachers and district employee related service providers receive similar training in EC PD Sessions annually. This information is also included in a digital format that we call "Meeting by Memo" that goes to all EC staff and principals. Training for EC staff includes the Extend 1 criteria, and we have added the NC AA Decision Making Flow chart. The training for EC staff covers a required data review tool completed when a change of curriculum or change to highly restrictive setting is being considered/anticipated.

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:

We do not have any students identified as Speech Language Impaired or Specific Learning Disabilities participating in the Extend 1 Alternate Assessment. We do have a high number of students identified as Intellectually Disabled that fall under the mild classification, and we are closely monitoring this category to be sure that the category itself is not a factor in determining the curriculum for these students.

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:

Stokes County Schools does not have any targeted programs or special schools that would draw a high number of students who would participate on the Extend 1 Alternate Assessments to the district.

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:

Our district 6th month PMR had enrollment at 5829 with 4469 in grades 3 through 12. While the number is not small enough that it completely skews the likelihood of being over 1% for Extend 1 Alternate Assessment, it is worthy of noting that with an average of 469 students in each grade level it is often the case that 1 student moving into the district or being moved to Extend 1 pushes the district over the 1% in a specific grade level despite training and monitoring.

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Section 3: Assurances

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

☒ Yes ☐ No

Explain below:

Collaboration between Accountability and the Exceptional Children's Department allows for a multi-pronged approach to monitor alternate assessment participation. Formal review of numerical data and trends happens annually in 1 to 2 sit down meetings with the Director of Accountability and the EC Director and Assistant Director. The Director of Accountability monitors testing participation data across the year for any questionable issues related to compliance, appropriate participation, and frequency of participation. Yearly test scores are reviewed for indicators of students who may no longer be appropriate for the Extend 1 Alternate Assessment. In addition to the training and information sharing with administrators and special education staff there are 3 other processes that serve to help monitor alternate assessment participation: required LRE data reviews prior to IEP team consideration of changing curriculums, school site visits with random EC process audits, and routine monitoring of EC student schedules and EC teacher caseloads. At any time Accountability or EC Department identify areas of concern, collaborate with each other, and then work directly with the schools and/or IEP teams to address the issues.

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:

Our general student population was approximately 88% White in the 2017-18 school year according to CEDARS, our current EC student population is approximately 89.8% White based on our April 1st 2019 childcount, and from CECAS NC Testing Participation Report from 4/24/2019 our Extend 1 Alternate Student population is 84% white. Yearly Accountability and EC Departments work together to formally review the numerical data to verify that we have not fallen off track. We continue to see no pattern or indication of disproportionality related to race for students participating in the Extend 1 Alternate Assessment. We have added gender to this review as well. From CEDARS data for 2017-18 our general student population was 52.46% male and 47.54% female, our EC identified student population based on April ,1 2019 childcount was 64.3% male and 35.7% female, our Extend 1 Alternate Assessment student population based on the CECAS NC Testing Participation Report from 4/24/2019 was 79% male and 20.93% female. With the numbers being small it is hard to make a full claim that this is indicative of disproportionality when the number reviewed showed only 34 male students participating in Extend 1 assessments. Based on the overall EC male population, we would have anticipated 28 male students to be on the Extend 1 assessment. The data also revealed 9 female students participating in Extend 1 Alternate Assessments which is belowed the anticipated participation of 15 female students. When looking at the female to male correspondence to intellectual difficulties a 2011 meta-analysis of international studies found the female-to-male ratio of children and adolescents with ID varied between 0.4 and 1.0 (i.e., four to 10 females with ID for every 10 males with the condition; Maulik et al., 2011; Maulik, Mascarenhas, Mathers, Dua, & Saxena, 2013). While we are not fully convinced that gender disproportionality is present, we are highly aware and are continuing to monitor patterns over multiple years, and we will begin to include gender awareness as part of our training and

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education around decisions for alternate curriculum.



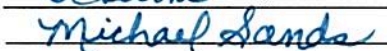
The annual numerical data review for race and gender is supplemented by our required district data review practices when decisions impacting highly restrictive setting and changes of curriculum are being considered. A data tool is provided and the required collection and review of this data to assure multiple sources of current relevant data are being used by IEP teams to make decisions. An example in data reviews for three school age students, teams were considering a change of curriculum. With these reviews, we were able to softly monitor both race and gender. These reviews happened to be three students identified as white with one being male and two female. Monitoring for low socioeconomic status disproportionality is a challenge because access to the EDS information is not readily available. We will include consideration around this category as a part of our training and utilize what available information we do have in our soft monitoring with data reviews. By last census reporting our county had 23% of children under 18 as reported to be living in poverty. Our Extend 1 population would be commensurate with the county poverty status for children 18 and under if approximately nine of those students fell into the category of low SES. We will continue to look into more concrete ways to monitor for socioeconomic status disproportionality.

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?

Information or targeted literature for districts to use with parents to inform and train them on Extend 1 Alternate Assessment participation criteria and Extended Content Standards would be beneficial. Additional resources and professional development geared toward general education teachers for Universal Design for Learning and differentiation is needed to allow students the opportunity to successfully participate in General Education.

Signatures

Superintendent/Charter School Director		Date	<u>4/29/19</u>
Exceptional Children Director/Coordinator		Date	<u>4/29/19</u>
LEA/Charter School Test Coordinator		Date	<u>4/29/19</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.