

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: 292
Contact Name: Ken Hill
Contact Phone No.: 336-474-4200
District/Charter Name: Thomasville City Schools
Contact Title: EC Director
Contact E-Mail: hillk@tcs.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 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

Discussions with parents occur through out the IEP process starting with initial placement. These discussions include what the NCEXTEND 1 testing is, what the qualifications/requirments are to be placed on the NCEXTEND1 and what the outcomes and student graduation path once placed on the NCEXTEND1 pathway. These requirments and course of study are reviewd at each annual review and three year reevaluation with the parents.

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:

All students who are currently on the NCEXTEND 1 pathway are identified as having a primary handicapping condition of either Autism, Intellectually Disabled Mild, Intellectually Disabled Moderate, or Multi Handicapped.

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 LEA does not have a specialized targeted program or separate public school placement that would increase the number of students with significant cognitive disabilities. The LEA does provide three life skills classrooms for students in K-5, 6-8, and 9-12.

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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:

When breaking down NCEXTEND 1 testing grades 3rd grade has 163 total students with 4 on Extend 1, 4th grade has 197 total students with 3 on Extend 1, 5th grade has 174 total students with 2 on Extend 1, 6th grade 197 total students with 4 on Extend 1, 7th grade has 169 total students with 1 on Extend 1, 8th grade has 154 total students with 5 on Extend 1, and 10th grade has 172 total students with 1 on Extend 1. With these low numbers an increase of only a few students of the total population or decrease in a few students overall will place the LEA either below or above the 1% threshold. Of the 20 students the LEA serves on the Extend 1 pathway in grades 3-8, eight were transfers into the LEA, three students transferred from out of state, and five from in-state LEA's. If these students were removed from our count, the LEA would then be below the 1% threshold in all grades except third and eighth. The out of state students have been evaluated and continue to meet the Extend 1 standards and the IEP's and assessment placement for the instate transfers are being followed by the LEA.

Section 3: Assurances

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

☒ Yes

☐ No

Explain below:

The EC Director and the testing and accountability director work together to ensure that all students who are on the Extend 1 are identified, testing materials are ordered with the correct numbers per grade level and subject area. The testing and accountability director train the EC Director and compliance specialist to administer the assessments. The EC Director and compliance specialist schedule multiple days for administration of the assessment leaving room for make up days in the event a student is absent.

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:

The LEA is 98.6% free lunch, therefore no disproportionality, as the majority of students in the LEA are identified as low socioeconomic status. Race and Gender make up for students on the Extend 1, 10 white, 5 Hispanic, 5 African American, 11 males, and 9 females. The gender and race make up of the students on Extended 1 are in line with the make up of both our overall EC student population and LEA overall student make up. The number of white students on the Extend one is slightly higher than percentage in the overall student population and the EC population, however six of the previously mentioned transfers to the LEA identify as white, increasing those percentages. The LEA does not feel these numbers are out of proportion to be considered disproportionate.

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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?

Continued professional development offerings on appropriate placement and identification of students on the NCEXTEND 1.

Signatures

Superintendent/Charter School Director

Catherine R. Gentry

Date

4/15/19

Exceptional Children Director/Coordinator

Kim Hill

Date

4/12/19

LEA/Charter School Test Coordinator

Tyler K. Lee

Date

4/12/19

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.