

## 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> 990
<b>Contact Name:</b> Kristi Gaddis
<b>Contact Phone No.:</b> 336-679-2051
<b>District/Charter Name:</b> Yadkin County Schools
<b>Contact Title:</b> Executive Director of Student Services
<b>Contact E-Mail:</b> kristi.gaddis@yadkin.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 checked="" 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:

In IEP meetings, when decisions are being made about whether or not a student should be assessed using the alternate assessment, eligibility criteria are shared with parents. In addition, parents and guardians are notified of the ramifications of taking the alternate assessments before obtaining consent from 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:

Yadkin County Schools do not identify students to participate in the alternate assessment that do not traditionally participate (i.e Speech and Language Impairment, Specific Learning Disability, etc). Yadkin County Schools adhere to the guidelines set forth by the Department of Public Instruction, which requires a participant to have a significant cognitive ability, which is defined as three or more standard deviations below the mean and have limited adaptive skills. Therefore, students who are eligibility for services under the categories (but not limited to) of intellectual disability, multiple disabilities, and autism and are served in a class that instructs in the Extended Content Standards participate in alternate assessments.

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:

All students who participate in the alternate assessments are residents of Yadkin County. We have district classes that serve students with significant cognitive disabilities, but these classes are not offered to students who do not reside within the district.

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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

Yadkin County Schools is a rural county with an ADM of 5,207 students, with 800 students being served in the Exceptional Children's program. Due to the low ADM, our Extend 1 percentage is largely effected by one or two students.

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:

Yadkin County Schools do have a process in place to monitor alternate assessment participation. First, Yadkin County Schools adheres to the eligibility criteria for alternate assessments. Only students who are enrolled in classes that use the North Carolina Extended Content Standards are allowed to participate in the alternate assessments. Students who are enrolled in these classes must meet criteria such as being a student with a significant cognitive delay and have limited adaptive skills. Internal audits are conducted to ensure that teachers are following the process and guidelines set forth for identification and implementation of the alternate assessments.

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:

In making the decision for a student to be assessed using the alternate assessment, Yadkin County Schools' IEP teams do not take in consideration a student's race, gender, and/or socioeconomic status. The decision for a student to participate in the alternate assessment is made at the IEP meeting that includes, but not limited to the parents, the LEA Representative, the Exceptional Children's Teacher, and the Regular Education Teacher. At this time, the IEP team considers whether or not a student has a significant cognitive disability that negatively impacts adaptive behaviors, while needing extensive and repeated individualized instruction and support to make progress.

In Yadkin County, students who are instructed in the Extended Common Core Standards attend class in a class that is designed to incorporate the Extended Common Core Standards in their academic areas. The decision to place a student in a district class designed instruct students in the Extended Common Core Standards is based on cognitive ability, achievement scores, adapted behavior, medical

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information, and physical abilities. This is an IEP team decision that is revisited annually. Therefore, data is reviewed before the decisions are made. Gender, race, or socioeconomic status is not considered when making these decisions.

Lastly, in ensuring that disproportionality does not occur, data is analyzed by district personnel. At this time, there is no disproportionality in race, gender, and/or socioeconomic status among the students who participate in the alternate assessment versus the students who participate in assessments with and without modifications and accommodations.

To prevent disproportionality, the following will occur:

- 1) Continual monitoring will occur of the appropriateness of student placement in the Extended Common Core. This will ensure that students who are in the Extended Common Core are students who are significant cognitively delayed;
- 2) Discussions will be held at IEP meeting about the appropriateness of the current curriculum and using the North Carolina Extend I as an alternate assessment;
- 3) and internal monitoring will continue to ensure that there is no disproportionality among gender, race, and socioeconomic status.

### **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?

At this time, Yadkin County Schools do not need any resources or technical assistance. Yadkin County Schools will continue to utilize the North Carolina Alternate Assessment Decision Making Flow Chart, as well as train our administration, teachers, parents, and related service providers on how to appropriately identify students who are eligible for alternate assessments.

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### Signatures

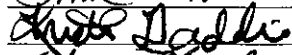
Superintendent/Charter School Director



Date

5-2-19

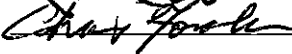
Exceptional Children Director/Coordinator



Date

5/3/19

LEA/Charter School Test Coordinator



Date

5/3/19

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.