

## 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> 230
<b>Contact Name:</b> Dr. Nellie P. Aspel
<b>Contact Phone No.:</b> 704-476-8068
<b>District/Charter Name:</b> Cleveland County Schools
<b>Contact Title:</b> Executive EC Director
<b>Contact E-Mail:</b> naspel@clevelandcountyschools.org

### 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 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 no students eligible as SED, Deaf, HI, LD, OH, OI, or SI participating in the Extend 1.

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:

North Shelby School, a special purpose school for students K - Age 21 with significant cogntiive disabilities is located in our county.

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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:

Click or tap here to enter text.

### Section 3: Assurances

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

Yes

No

Explain below:

During the summer of 2017, EC folders of all exceptional children following the Extended Content Standards (ECS) and being assessed on the NC Extend 1 were audited. Recommendations were provided to IEP teams to gather additional data prior to the student's next annual review in order to facilitate discussion and strengthen decision-making. The X1 numbers for each school (all tested grade levels and subject areas) are reviewed annually with and without district-wide self-contained programs.

The following guidance documents have been developed by a stakeholder group and all staff have received training:

1. Parent Information Sheet (Designed to provide parents the information needed to ensure meaningful parent involvement in the IEP team decision-making process).
2. Parent Statement of Understanding (Designed to ensure that parents understand the IEP team's decision for a student to be instructed on the ECS and assessed using the Extend 1).
3. Guidance Questions (Designed to provide IEP team members with questions that can facilitate rigorous review of data and discussion).

All folders of students being considered for placement on the ECS receive an internal audit at the district level for the purpose of making recommendations regarding the need to gather additional current and relevant data for consideration by the IEP team. EC Compliance Managers are notified prior to any student being placed on the ECS for the purpose of ensuring that all IEP team members have the most up-to-date information needed to make a data-based 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:

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Each year the Testing Coordinator collaborates with the EC Director to disaggregate data by race, disability area, gender and socio-economic status. Below is the chart used to look at disability area, race and gender. In the area of gender, the percentage difference between males and females is easily justified due to the higher number of males receiving special education services. In the area of disability the categories you would expect to have more students on the Extend 1 are the areas showing the highest participation rate (e.g. Autism, ID-Moderate, ID-Severe and MU). In the area of socio-economic status there is only a significant difference at Grade 3 (reading and math) and Grade 10 (reading). There is a greater proportion of black students on the Extend 1 than white students. The process used to ensure that ONLY appropriate students are being placed on the Extended Content Standards (thus being assessed using the Extend 1) serves as a check for disproportionality. Each student being considered is CLOSELY reviewed, parents are educated, reevaluations are conducted and data is collected.

2017-2018 Grades 3-8 Combined  
SWD Students Only

swd_code	RG	X1	Total	% X1
AU	86	23	109	21.1
DF	1		1	0.0
ED	67		67	0.0
HI	13		13	0.0
IDMI	57	7	64	10.9
IDMO	3	26	29	89.7
IDSE		2	2	100.0
LD	424		424	0.0
MU	5	18	23	78.3
OH	197		197	0.0
OI	4		4	0.0
SI	85		85	0.0
TB	7	5	12	41.7
VI	2		2	0.0
Grand Total	951	81	1032	7.8

2017-2018 Grades 3-8 Combined  
SWD Students Only

ethnic	RG	X1	Total	% X1
A	5		5	0.0
B	287	25	312	8.0
H	51	2	53	3.8
I	3		3	0.0
M	52	4	56	7.1
W	553	50	603	8.3
Grand Total	951	81	1032	7.8

2017-2018 Grades 3-8 Combined  
SWD Students Only

sex	RG	X1	Total	% X1
F	338	36	374	9.6
M	613	45	658	6.8
Grand Total	951	81	1032	7.8


### Section 4: Resources and Technical Assistance

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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?

Since our percentage of students on the NC Extend 1 is on a downward trend we feel no additional assistance is needed at this time. For 2016-2017 (grades 3-8) our percentage of students on the Extend 1 was 1.4%, and is now 1.2%. For the past 2 years, our percentage at grades 10 and 11 was less than 1%.

### Signatures

Superintendent/Charter School Director		Date <u>3-25-19</u>
Exceptional Children Director/Coordinator	<u>Dr. Kelly P. Aspe</u>	Date <u>3-25-19</u>
LEA/Charter School Test Coordinator	<u>Maib B. H. Hester</u>	Date <u>3-25-19</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](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.