

1.0 Percent Participation Justification Form 2021–22

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The *Every Student Succeeds Act (ESSA)* requires each public school unit to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each public school unit will be reviewed by the North Carolina Department of Public Instruction (NCDPI) and follow up actions will be determined based on the information provided in this form. Staff from the Exceptional Children and Accountability Department in each public school unit should collaborate to provide the requested information on this form. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). After these forms are received from each public school unit, this justification form will be publicly available. 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 public school unit staff member responsible for overseeing the completion of the justification form.

3-Digit Public School Unit Code: 390
Contact Name: Melanie Hester
Contact Phone No.: 919-693-1103
Public School Unit Name: Granville County Schools
Contact Title: Exceptional Childrens' Program Director
Contact E-Mail: hesterm@gcs.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

Describe how **all** members of the IEP teams have been informed **and** trained on the use of the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart.

Yes No

Explain your answer below:

While teams have been trained in prior years, a recent audit revealed that the decision making flowchart is not being used as frequently as it should. Additional mandatory ongoing training is being planned for the 22-23 school year.

Does the public school unit have any student(s) participating in the alternate assessment with the primary eligibility areas of: Specific Learning Disability, Other Health Impairment, Orthopedic Impairment, or Speech Language Impairment?

Yes No

If yes, explain the criteria the IEP team used to determine how the students met the criteria for participation in the alternate assessment.

Click or tap here to enter text.

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Does the public school unit provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

Yes

No

If yes, explain your answer below:

GCPS serves all children who enroll and provides all continuums of service based on the students' needs as determined by the IEP team and written in the IEP.

Does the public school unit have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

Yes

No

If yes, explain your answer below:

Not necessarily a small population but our population has significantly decreased over the last 7 years with the opening and expansion of several NC Charter Schools in and close to our district. Of these Charter schools, only one provides bus transportation and only two provided free/reduced lunch support. Therefore, not only have we seen a decrease in the number of students served in our district but we have also seen a dramatic shift in the demographics of the students being served in our district. Our economically disadvantaged subgroup has increased along with our exceptional children subgroup and our minority subgroups; African-American and Hispanic.

Section 3: Assurances

What data sources are used to determine eligibility for students participating on the *Extended Content Standards* that align with the alternate assessment?

Provide your response below:

IEP teams are expected to utilize the guidance criteria, student data, and identified needs on a case by case basis, from which decisions regarding alternate assessment is determined. Various evaluations such as psychological, educational, and adaptives as well cognitives, academic, and functional skills are reviewed and discussed when determining eligibility for students participating on the Extended Content standards that align with the alternate assessment

Describe the public school unit's process for transitioning a student's instruction from the North Carolina *Standard Course of Study* to the *Extended Content Standards* or from the *Extended Content Standards* to the North Carolina *Standard Course of Study*.

Provide your response below:

This is handled on a case by case basis. These decisions take place during the IEP meetings in which the IEP team reviews all relevant and current data to the student's progress (classroom performance, historical data, progress monitoring, progress on IEP goals, etc..) The alternative assessment guidance document is consistently utilized to guide this discussion.

Describe the public school unit's annual process for ensuring instruction and assessment on the *Extended Content Standards* is the most appropriate based on the individual needs of the student.

Provide your response below:

This is handled on a case by case basis. These decisions take place during the IEP meetings in which the IEP team reviews all relevant and current data to the student's progress (classroom performance, historical data, progress monitoring, progress on IEP goals, etc..) The alternative assessment guidance

document is consistently utilized to guide this discussion.

In the public school unit, how are parents or guardians directly informed annually about the implications of the *Extended Content Standards* in relation to not earning a high school diploma?

Provide your response below:

Parents are informed annually about the implications of the Extended Content Standards during IEP meetings. At any time if the parent requests additional information regarding curriculums, parents will receive additional guidance and information.

Describe the process for auditing Exceptional Children IEP records for students instructed on the *Extended Content Standards* and participating in the alternate assessment.

Provide your response below:

GCPS EC Admin randomly audits IEP records throughout the school year, which includes students on the Extended Content Standards using the DPI Student Record Protocol.

After completing the Disproportionality Excel document, answer the following guiding questions.

1. In reviewing the data, what subgroups in your public school unit have the largest discrepancy between participants on the general assessment and the alternate assessment?

Male subgroup, economically disadvantaged subgroup, white subgroup

2. When looking at subgroup discrepancies, what hypotheses can be formed?

Our hypothesis is that high teacher turnover and vacancies have required more supervision and frequent training of staff.

3. What problem-solving actions will the public school unit take to address the identified hypotheses?

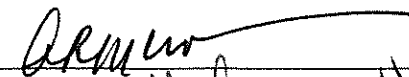

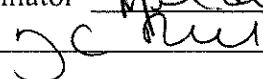
Training in the use of decision making flowchart will be given to all EC teachers and rolling training will be available for new teachers as they are hired. Review of students being considered for Extended Content standards will be provided from the compliance specialists.

Section 4: Resources and Technical Assistance

What resources and technical assistance does the public school unit need from the NCDPI to ensure that students are being assessed using the appropriate assessment?

At this time, our school teams need to be trained. NCDPI should continue to support these efforts with information and Training Modules similar to others that have been developed regarding Exceptional Children.

Signatures

Superintendent or School Director		Date	<u>6/29/22</u>
Exceptional Children Director or Coordinator		Date	<u>6/29/22</u>
Public School Unit Test Coordinator		Date	<u>6/29/22</u>

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The completed justification form must be signed by the superintendent/school director, exceptional children's director or coordinator, and public school unit testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by July 6, 2022.

The NCDPI will notify public school units in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or regional accountability office.

Note: The following additional information can be included with the justification documentation, but is not required:

- Evidence that all educators who administer the alternate assessment meet the requirements for test administrators and have received test administration training prior to administering the alternate assessment.
- Evidence that all students have appropriate access to accessibility features on statewide tests.
- A review of the percentage of students taking the alternate assessment at grade 3 versus grades 4–7 versus grade 8 versus high school and an explanation of how Individualized Education Program (IEP) teams are making consistent participation decisions across grade levels.
- A review of data to determine if students are moving from the alternate assessment to the general assessment or vice versa and an explanation for grade levels where this action is more prevalent.
- Evidence that the district is providing appropriate supports and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.
- An evaluation of students instructed using the Extended Content Standards, but who are spending more than eighty percent (80%) of their day in the general education setting.
- Evidence of data-driven team decisions to determine appropriate instruction and assessment.
- An assessment of varying practices across a district and/or between different schools.
- An explanation of special programs or populations that are served by the district/charter school that may contribute to the alternate assessment participation rate.

2020-21 Data Reading Grades 3-8 (Combined)

	Male Subgroup Percentage	Female Subgroup Percentage	Economically Disadvantaged Subgroup Percentage	Hispanic Subgroup Percentage	American Indian Subgroup Percentage	Asian Subgroup Percentage	Black Subgroup Percentage	White Subgroup Percentage	Multiple Subgroup Percentage
Percent of NCEXTEND1 participants	66.1%	33.9%	66.1%	16.9%	0%	3.4%	32.2%	44.1%	3.4%
Percent of general participants	50.1%	49.9%	57.0%	21.8%	0.2%	0.8%	35.6%	36.9%	4.7%
Percentage difference (+/-)	-0.2%	0.2%	-0.1%	0.0%	0.0%	0.0%	0.0%	-0.1%	0.0%

Notes:

1. When looking at the green and red percentages in row 6, the goal is to have those percentages be as close to 0% as possible.
2. Red percentages may indicate over identification of students participating on the alternate assessment compared to the students participating on the general assessment.
3. Green percentages may indicate under identification of students participating on the alternate assessment compared to the students participating on the general assessment.

Guiding Questions:

1. In reviewing the data, which subgroups in your public school unit have the largest discrepancy between participants on the general assessment and the alternate assessments?
2. When looking at subgroup discrepancies, what hypotheses can be formed?
3. What problem-solving actions will the public school unit take to address the identified hypotheses?

2020-21 Data Mathematics Grades 3-8 (Combined)

	Male Subgroup Percentage	Female Subgroup Percentage	Economically Disadvantaged Subgroup Percentage	Hispanic Subgroup Percentage	American Indian Subgroup Percentage	Asian Subgroup Percentage	Black Subgroup Percentage	White Subgroup Percentage	Multiple Subgroup Percentage
Percent of NCEXTEND1 participants	66.1%	33.9%	66.1%	16.9%	0%	3.4%	32.2%	44.1%	3.4%
Percent of general participants	50.1%	49.9%	56.9%	21.8%	0.2%	0.8%	35.5%	36.9%	4.7%
Percentage difference (+/-)	-0.2%	0.2%	-0.1%	0.0%	0.0%	0.0%	0.0%	-0.1%	0.0%

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