

1.0 Percent Participation Justification Form 2022–23

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:	910
Contact Name:	Natashalyn Snipes
Contact Phone No.:	252-492-2127
Public School Unit Name:	Vance County Schools
Contact Title:	Executive Director of Exceptional Children’s Department
Contact E-Mail:	nsnipes@vcs.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:

All EC teachers attended PD on the NC Alternate Assessment Decision Making Flow Chart and the Vance County Extended Contents Standard Eligibility Criteria Checklist on December 7, 2022.

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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.

The IEP team is required to review the Decision Flow Chart and Complete the Vance County Extended Contents Standards Eligibility Criteria Checklist. The students with Other Health Impairment as a primary disability also have a secondary disability of Intellectual Disability Moderate. Students that are eligible for Specific Learning Disability have borderline intelligence scores with extremely low response to intervention and specially designed instruction, low adaptive skills, require repetitive and modified instruction/assignments with alternative response methods. No students participate in alternate assessment with the primary eligibility area of Orthopedic Impairment or Speech Language Impairment

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:

Vance County Schools has regional programming at specific school locations that may contribute to higher enrollment of students with significant cognitive disabilities.

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

Yes No

If yes, explain your answer below:

We currently only have 5,000 students in Vance County Schools which increases the likelihood that we would exceed the 1.0 threshold.

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:

The IEP team reviews all current evaluation/assessment information including Psychological including cognitive/intellectual, adaptive behavior evaluation, Communication evaluation including receptive, expressive, and augmentative skills, educational review of data from multiple sources, IEP progress on goals, review of modifications/accommodations required for access, and Least Restrictive Environment.

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:

Transitioning from Extended Content Standards to the North Carolina Standard Course of Study-The student goes through the reevaluation process in order to get updated information regarding their present level of academic and achievement and functional performance. As well information regarding Adaptive Behavior Skills, Cognitive Ability and the amount of support the student needs in the classroom. The IEP uses the information gathered during the reevaluation process as well as the Alternate Assessment Eligibility Form and the North Carolina Alternate Assessment Decision Making FlowChart to determine if the student will remain on Extended Content. If the student moves to the North Carolina Standards Course of Study, he or she would be placed in their Least Restrictive Environment and will receive additional EC support as determined.

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:

The IEP team must complete the Extended Content Standards Eligibility Criteria Checklist at a minimum of once prior to initial enrollment and annually thereafter. During this process, the team discusses the strengths and weaknesses in depth in order to determine if instruction and assessment on The Extended Content Standards continues to be appropriate.

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:

Vance County Schools currently does not utilize a formal written document, however parents receive oral communication regarding the implications of their child participating in Extended Content Standards. Including the fact their student will earn a certificate of participation at graduation in lieu of a High School Diploma. Beginning for the 2023-2024 school year, all IEP meetings for students participating on Extended Content Standards will require a Statement of Understanding in Participation in Alternate Assessment and Instructional Programming.

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:

All Exceptional Children IEP records are audited routinely using the NCDPI Special Education Student Record Review Protocol, Vance County Internal Audit Form. Specific to Extended Content Standards-Extended Standards FlowChart, Vance County Extended Standards Eligibility Criteria Checklist

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?

Males-over identification 18%

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White-over identification 6.5%

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

Based on the data, there are more males than females taking alternate assessments

Based on the data, more white students are taking alternate assessments than general assessments.

Based on the data, the district has more males than females enrolled.

Based on the demographic data, there are more white students identified and taking the alternate assessment as the sample size is small.

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

- For the 2023-24 school year Vance County Schools will implement a state of understanding for those students placed within the extended content standards.
- We will continue to closely monitor eligibility and placements by reviewing completed Eligibility Criteria checklist for accuracy and completeness in order to provide follow-up professional development.

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?

All educators need more training regarding who qualified for Extended Content Standards and assessing students using appropriate assessments. It may help to have self-paced courses for teachers that are hired after the initial opening presentations.

Signatures

Superintendent or School Director	<u>W. Bennett</u>	Date	<u>7.10.23</u>
Exceptional Children Director or Coordinator	<u>Malinda D.</u>	Date	<u>7/3/23</u>
Public School Unit Test Coordinator	<u>James P. Wilkins-Smith</u>	Date	<u>7/3/2023</u>

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, 2023.

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.