



Public Schools of North Carolina

1.0 Percent Participation Webinar

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A significant cognitive disability is defined as:

- Students with significant cognitive disabilities have cognitive and adaptive behavior functioning deficits that may prevent them from attaining grade level achievement standards, even with substantial program modifications and accommodations.
- They may require extensive individualized instruction across multiple settings to access and make progress in the learning environment.
- The significant cognitive disabilities cannot be the primary result of: excessive or extended absences, social, cultural, and economic differences, identification as an English Learner (EL), pre-determined poor performance on grade level assessments, administrator decision, educational environment or instructional setting.





Public Schools of North Carolina

Eligibility Requirements and Considerations for NCEXTEND1 Alternate Assessments

Eligibility Requirements

- To determine participation in the NCEXTEND1 alternate assessment, the following eligibility requirements must be met:
 - The student must have a current IEP.
 - The student is enrolled in grades 3–8, 10, or 11 according to PowerSchool.
 - The student is instructed using the North Carolina *Extended Content Standards* in all assessed content areas (i.e., ELA/Reading, Mathematics, and Science).
 - The student has a significant cognitive disability.



NCEXTEND1 is *NOT* appropriate for students who:

- are being instructed in any of the assessed general grade-/course-level content standards of the *North Carolina Standard Course of Study* (i.e., ELA/reading, mathematics, and science).
- demonstrate delays only in academic achievement
- demonstrate delays only in selected areas of academic achievement;
- demonstrate delays attributed primarily to behavioral issues; or
- if in high school, are pursuing a North Carolina high school diploma (including students enrolled in the Occupational Course of Study pathway).



Things to note:

- A student who is being taught on the North Carolina Extended Content Standards in all subject areas (ELA/Reading, Mathematics, and Science)– must take the NCEXTEND1 assessment in all areas.
 - A student must not take the NCEXTEND1 in Mathematics and the regular End-of-Grade assessment in ELA/Reading.
 - Students either participate in regular assessments or alternate assessments based on their classroom instruction and learning pathways, but must not have a combination of regular and alternate assessments.



Best Practice

- For best practice, the decision regarding the student's participation in an alternate assessment should be made and documented in the student's IEP at least 120 school days before the testing window.
 - This is to ensure that the student has adequate exposure to the content standards that they will be assessed on.





Public Schools of North Carolina

Every Student Succeeds Act (ESSA)

Every Student Succeeds Act (ESSA)

- In 2015 Congress reauthorized ESEA as the Every Student Succeeds Act (ESSA).
- With this reauthorization the 1% cap requirements changed for the alternate assessment based on alternate academic achievement standards (AA-AAAs).
 - ESSA changed the 1% cap to be based on the participation rate rather than the proficiency/performance rate.
- ESSA reaffirmed that the alternate assessment is the appropriate assessment for students with the most significant cognitive disabilities to demonstrate their knowledge and skills.
- ESSA continues to give final authority to the Individualized Education Program (IEP) team regarding decisions around which assessment is given to a student. However, the IEP team must follow the state guidelines for participation in the alternate assessment.



ESSA

- ESSA requires states to ensure that the total number of students assessed in each subject using an alternate assessment aligned with alternate academic achievement standards does not exceed 1.0 percent of the total number of all students assessed in each content area (reading, mathematics, science).
- Districts and charter schools who exceed the 1.0 percent participation for a given school year are required to provide the North Carolina Department of Public Instruction (NCDPI) a justification of the need to assess more than 1.0 percent of their students on the NCEXTEND1 in any subject.
- States cannot place a cap on participation rates of districts.



ESSA

- Per General Statute 115C-105.35, a state must—
 - i. Not prohibit an LEA from assessing more than 1.0 percent of its assessed students in any subject for which assessments are administered with an alternate assessment aligned with alternate academic achievement standards;
 - ii. Require that an LEA submit information justifying the need of the LEA to assess more than 1.0 percent of its assessed students in any such subject with such an alternate assessment;
 - iii. Provide appropriate oversight, as determined by the State, of an LEA that is required to submit information to the State; and
 - iv. Make the information submitted by an LEA publicly available, provided that such information does not reveal personally identifiable information about an individual student.



ESSA

- ESSA includes assurances for informing parents about the standards to which their child's academic achievement will be measured.
 - Parents of students being considered for participation in the alternate assessment (as part of the IEP process) must be clearly informed:
 - That their child's academic achievement will be measured based on alternate academic achievement standards.
 - That how participation in the alternate assessment may delay or otherwise affect completing requirements for a regular high school diploma.



The Purpose Behind the 1.0 Percent Participation

- The 1.0 percent participation is based on current incidence rates of students with the most significant cognitive disabilities.
- A limit is required to ensure a thoughtful application of alternate achievement standards and to ensure that low-performing students are not participating in assessments and curricula that are inappropriately restricted in scope, thus limiting educational opportunity for these students.



2017–18 State Testing Results

- Data illustrated on the following slides is presented by showing the amount of students who participated in the NCEXTEND1 by grade level, subject area, and primary eligibility area.
 - The data on the next few slides is only a portion of the data that is available.

Green Book

All Student and Subgroup Performance





Public Schools of North Carolina

Justification Information & The Revised 1.0 Percent Justification Form

North Carolina Alternate Assessment Decision Making Flow Chart



Documentation of Justification in IEP

If the student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate, and why the assessment is appropriate.

Alternate Assessment Justification

If the student is participating in any alternate assessment(s), explain why the regular testing program, with or without accommodations, is not appropriate, and why the assessment is appropriate:



NEW 1.0 Percent Participation Justification 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.

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: Click or tap here to enter text.
Contact Name: Click or tap here to enter text.
Contact Phone No.: Click or tap here to enter text.
District/Charter Name: Click or tap here to enter text.
Contact Title: Click or tap here to enter text.
Contact E-Mail: Click or tap here to enter text.



Section 2: Analyzing Contributing Factors

- Did the IEP teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?
- 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.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>



Section 2: Analyzing Contributing Factors

- 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.
- Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?
- Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

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:

Click or tap here to enter text.

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:

Click or tap here to enter text.

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?
- 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)?

Section 3: Assurances

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

Yes

No

Explain below:

Click or tap here to enter text.

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:

Click or tap here to enter text.



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?

Note:

- The form is a fillable Word document that must be filled out electronically, scanned, and emailed to alternateassessment@dpi.nc.gov.

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?

Click or tap here to enter text.

Signatures

Superintendent/Charter School Director _____ Date _____
Exceptional Children Director/Coordinator _____ Date _____
LEA/Charter School Test Coordinator _____ Date _____

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.

Required Signatures

- Superintendent/Charter School Director
- Exceptional Children Director/Coordinator
- LEA/Charter School Test Coordinator





Questions?

Contact Information:

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