



Public Schools of North Carolina

# Exceptional Children Division

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Public Schools of North Carolina

# North Carolina's Alternate Assessment (NCEXtend 1)

A guidance webinar

# History of the Alternate Assessment

- The mandates of the 1997 reauthorization of the IDEA required all students to participate in state and local testing programs.
- The Elementary and Secondary Education Act allowed for 1 percent proficiency performance to be counted from the alternate assessment on grade-level achievement students.
- In 2015, the Every Students Succeeds Act changed the alternate assessment to a 1 percent total participation of the alternate assessments reserved for students with the most significant disabilities.



# 1 percent cap purpose

- The 1.0 percent cap 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 protect IEP teams from pressure to assign low-performing students to assessments and standards that are inappropriately restricted in scope



# 1 percent cap

- The reauthorization of ESEA as the Every Student Succeeds Act (ESSA), placed a 1 percent cap on participation in the alternate academic achievement standards.
- LEA's may have a disproportionate number of students with significant disabilities based on proximity to special facilities or services or a smaller LEA.
- An LEA exceeding the cap must submit information to the State justifying the need to exceed the 1 percent cap.



# Justification Form

## 1.0 Percent Participation Justification Form 2017–18

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 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 numbers 1–4 are required; it is optional to include additional information (see page 3). 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.

1. 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:	District/Charter Name:
Contact Name:	Contact Title:
Contact Phone No.:	Contact E-Mail:
2. Enter a description of how the district/charter school will assure that Individualized Education Program (IEP) teams are adhering to the eligibility criteria as outlined in the <i>Testing Students with Disabilities</i> publication when determining student eligibility for participation in the alternate assessment.	
3. Enter a description of how any disproportionality among race, gender, or socioeconomic status groups is defined and plans for how that disproportionality will be addressed. <ul style="list-style-type: none"> <li>• Description of how any disproportionality among race, gender, or socioeconomic status groups is defined:</li>         <li>• Plans for how disproportionality will be addressed:</li> </ul>	
4. Enter additional justification of variables not covered but deemed essential to understanding why the district/charter school has a higher rate of alternate assessment participation.	

### Signatures

Superintendent/Charter School Director \_\_\_\_\_ Date \_\_\_\_\_  
 Exceptional Children Director \_\_\_\_\_ Date \_\_\_\_\_  
 LEA/Charter Test Coordinator \_\_\_\_\_ Date \_\_\_\_\_

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director, and testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 4, 2018.

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 3 for additional information that can be included but is not required.



# What constitutes a significant cognitive disability?



# A significant cognitive disability is

- deficits in cognitive and adaptive behavior functioning that are significantly below age expectations and prevents the student from attaining grade level achievement standards, even with substantial modifications and accommodations.
- requiring extensive individualized instruction across multiple settings to access and make progress in the learning environment.
- using substantially adapted materials and individualized methods of accessing information in alternative ways.





# A significant cognitive disability is not

- a result of excessive absences, social, cultural and economic differences, identification as an English Learner, pre-determined poor performance on grade level assessments and/or an administrator decision.
- An IQ score alone
- A history of poor performance on state assessments and/or deficient reading scores
- The student's disability category, educational placement, type of instruction, and/or amount of time receiving special education services.
- Sensory (visual or auditory) or physical disabilities; emotional-behavioral disabilities; or a specific learning disability



# The eligibility requirements



# Students eligible for the NCExtend 1 must

- Have a current IEP
- Enrolled in grades 3-8, 10, or 11 according to Powerschool
- Must be instructed in the Extended Content Standards in ALL assessed content areas for the past 120 days (best practice)
- Have a significant cognitive disability



# Who makes the determination for NCEExtend 1 eligibility?



# The IEP team makes the eligibility decision

## IV. 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 selected assessment is appropriate:

N/A

## 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:



# NCExtend 1 by Grade Level

- Grades 3, 4, 6, 7 ELA and Mathematics
- Grades 5, 8 ELA, Mathematics and Science
  - Grade 10 English II, Math I and Biology
- Grade 11 ELA, Math and Science Combined  
in one assessment



# Course Codes

Students must be enrolled in classes with the letter A in the 5<sup>th</sup> code area

2003AZ0	Math Grade 3
3008AY0	Science Grade 8
9211AX0	English II

Course codes AZ for elementary, AY for middle and AX for high school





Public Schools of North Carolina

# North Carolina At A Glance



# Data from 2016-2017

Grade 3	Alarming	Grade 4	Alarming	Grade 5	Alarming	Grade 6	Alarming	Grade 7	Alarming	Grade 8	Alarming
Total (ELA and Math)											
Total		Total		Total		Total		Total		Total	
1257	SLD -18 Mild 172 LEP 144	1261	SLD -12 Mild 195 LEP 118	1281	SLD - 8 Mild 209 LEP 121	1181	SLD 7 Mild 187 LEP 110	1215	SLD 5 Mild 194 LEP 115	1282	SLD 8 Mild 201 LEP 105
Science						Total					
				1280	SLD 8 Mild 209 LEP 121					1280	SLD 7 Mild 107 LEP 105
Biology			English II			Math I			Total		
2016-2017	1053	SLD 1 Mild 152 LEP 71	2016-2017	1051	SLD 1 Mild 152 LEP 71	2016-2017	1050	SLD 1 Mild 152 LEP 71			



# Guidance document

- <http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1>

**PUBLIC SCHOOLS OF NORTH CAROLINA**  
State Board of Education | Department of Public Instruction

**EXCEPTIONAL CHILDREN** Site Map Accessibility

Home Conferences, PD & Webinars **Disability Resources** Finance & Grants Instructional Resources Parent Resources Policies Recruitment & Retention Reports & Data State Advisory Council

Disability Resources

- Autism Spectrum Disorders
- Deaf-Blind
- Deaf & Hard of Hearing
- Educational Audiology
- Emotional Disabilities
- Intellectual Disabilities
- Significant Cognitive Disabilities**
- Specific Learning Disabilities
- Speech-Language Impairments
- Traumatic Brain Injury
- Visual Impairments

Frequently Used Links

- EC Conference
- EC Forms
- Dispute Resolution
- LEA Professional Development Request Form
- State Performance Plan
- CECAS
- ECATS

« August 2018 »

Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	<b>22</b>	23	24	25
26	27	28	29	30	31	

NC Extended Content Standards

Technical Corrections – Policies Governing Services for Children with Disabilities

Extended Content Stand... x

Secure | https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/extended-content-standards-support-tools

Apps OSC - Login to BEAC... Exceptional Children NC MTSS Guidance - PDF SDI Resources 5.17.18 Mail - Matthew.Marti LEASAU.2017-2018 - SCOS PM TEAM FOLD NC OCS Pathway Gui Home | EVENTS DPinside

27 Evidence-Based Practices

**ELA Support**

Definitions

150 Most Frequent Words for Beginning Writers

**Math Support**

Math Modules

Glossary


Number Sense

**Science Crosswalks**

K-12 Science

**More Tools**

- Communication
- Project Core
- Graduation Guidance
- Course Codes
- Observational Tool for the Classroom
- NCEExtend 1 Information



Extended Content Stand... Accountability Services

Not secure | www.ncpublicschools.org/accountability/policies/tswd/ncextend1

Apps OSC - Login to BEAC Exceptional Children NC MTSS Guidance - SDI Resources 5.17.18 Mail - Matthew.Marti LEASAU.2017-2018 - SCOS PM TEAM FOLL NC OCS Pathway Gui Home | EVENTS DPinside

ANALYSIS AND REPORTING  
STATE TESTS  
TESTING POLICY AND PROCEDURES  
ACCOUNTABILITY DIRECTORY

**NOTE** :: Various file formats are used on this page that may require download. **If larger than 1mb**, it will take longer to download. For instructions or more information, please visit our [download page](#).

**HOT TOPICS**


**NCEXTEND1 Released Forms**

Released Form (Includes Items from the Assessor Booklet, Manipulative Cards, and Reading Selections for ELA/Reading Tests)
<a href="#">NCEXTEND1 Math 1 Assessment - Grade 10</a> (pdf, 1.7mb)
<a href="#">NCEXTEND1 Biology Assessment - Grade 10</a> (pdf, 1.7mb)
<a href="#">NCEXTEND1 Mathematics Assessment - Grades 3-5</a> (pdf, 954kb)
<a href="#">NCEXTEND1 Mathematics Assessment - Grades 6-8</a> (pdf, 1mb)
<a href="#">NCEXTEND1 Science Assessment - Grade 5</a> (pdf, 1mb)
<a href="#">NCEXTEND1 Science Assessment - Grade 8</a> (pdf, 1mb)
<a href="#">NCEXTEND1 ELA/Reading - Grade 4</a> (pdf, 3mb)
<a href="#">NCEXTEND1 ELA/Reading - Grade 7</a> (pdf, 1.8mb)
<a href="#">NCEXTEND1 ELA/reading - Grade 10</a> (pdf, 1.4mb)

**NCEXTEND1 Glossary and Graphics**

- Glossary:** NCDPI has provided the 150 Most Frequent Words for Beginning Writers document as a glossary for the independent reading portion of the NCEXTEND 1 Language Arts/Reading grade 3-8, and 10 assessments. The frequently used words are intended to be taught with flexibility of use and to increase sentence structure across the grades. Therefore, students should learn words throughout a variety of contexts. This document is not intended to limit the words students can read and write in a classroom setting but to provide familiar words for assessment purposes.
- Graphics:** The manipulatives are nearly 100% standardized on the 2012-13 NCEXTEND1 assessments. This means that almost all graphics in each answer option is the same across concepts (i.e., if a graphic of a lake is used for an item in science and language arts, it will be the same lake graphic).

**NCEXTEND1 Eligibility Criteria** (pdf, 20kb)  
Guidelines for participation in the NCEXTEND1 Alternate Assessment based on alternate achievement standards



# Resources

- NCEO Brief #12, April 2017
- <http://www.ncpublicschools.org/accountability/policies/tswd/ncextend1>
- [http://www.ncpublicschools.org/docs/accountability/policy\\_operations/tswd/tswdgd1718.pdf](http://www.ncpublicschools.org/docs/accountability/policy_operations/tswd/tswdgd1718.pdf)
- <https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities>



# Where to find the webinar

The screenshot shows the website for Exceptional Children, part of the Public Schools of North Carolina. The main navigation bar includes: Home, Conferences, PD & Webinars, Disability Resources, Finance & Grants, Instructional Resources, Parent Resources, Policies, Recruitment & Retention, Reports & Data, and State Advisory Council. A secondary navigation bar includes: Governor's School, Directory, Calendar, Autism Spectrum Disorders, Deaf-Blind, Deaf & Hard of Hearing, Educational Audiology, Emotional Disabilities, Intellectual Disabilities, Significant Cognitive Disabilities, Specific Learning Disabilities, Speech-Language Impairments, Traumatic Brain Injury, and Visual Impairments. A 'Frequently Used Links' section lists: EC Conference, EC Forms, Dispute Resolution, LEA Professional Development Request Form, State Performance Plan, CECAS, and ECATS. A calendar for August 2018 is visible, with the 22nd highlighted. A large blue arrow points from the calendar area towards the 'Significant Cognitive Disabilities' menu item.

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	1	2	3	4
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19	20	21	15	16	17	18
26	27	28	22	23	24	25
			29	30	31	



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# Questions?

Matthew Martinez

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