

1.0 Percent Participation Justification Form 2023–24

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) utilizing the NCEXTEND1 alternate assessment. Justifications forms 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 and testing departments 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 4). 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: 720
Contact Name: Dr. Kanika Griffin
Contact Phone No.: 252-426-5741
Public School Unit Name: Perquimans County Schools
Contact Title: Chief Academic Officer of Exceptional Children and Student Services
Contact E-Mail: kgriffin@pqschools.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

Describe how exceptional children case managers have been informed **and** trained on the *Alternate Assessment Eligibility Worksheet and Assurance document* included in the Every Child Accountability and Tracking System (ECATS).

Perquimans County Schools conducts training on the utilization of the Alternate Assessment Decision Making Flowchart prior to school starting annually with EC staff and provides each staff member with copies of the guidance documents that are thoroughly explained. Administrators who serve as LEA representatives for IEP meetings in which alternate assessment eligibility will be discussed are provided with an overview in preparation for the meeting. Since Perquimans County Schools have a small number of students who generally qualify for Alternate Assessments, in-depth discussions take place on a case-by-case basis with the case manager on the requirements that shall be considered when making decisions regarding alternate placement. Additionally, all EC staff and administrators who serve as LEA Representatives have successfully completed the Alternate Assessment Eligibility Training course in Canvas.

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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, 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 district does not have any students participating in the alternate assessment with the primary eligibility areas of SLD, OHI, OI, or SLI.

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:

Click or tap here to enter text.

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:

Perquimans County Schools is located in rural northeast, North Carolina. The total enrollment in the district is 1765, and the April 1, 2024 headcount is 314. Students with disabilities account for 17.8%. Therefore, the likelihood of exceeding the 1.0 percent threshold continues to be extremely high. We exited four students from EXTEND 1 during the 2023-2024 school year as a result of staff being more appropriately trained on utilizing the flowchart, guidance documents, and the canvas course on eligibility in canvas.

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:

Perquimans County Schools continue to utilize the North Carolina Alternate Assessment guidance document as well as psychological data, cognitive ability, adaptive skills, progress monitoring, formal and informal assessments, and academic and functional skills. The district also reviews teachers, related service providers, outside service providers, as well as parental input.

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:

Perquimans County Schools examines a student's transition to a different course of study on a case-by-case basis. The IEP team reviews pertinent previous and current data related to the student's progress. The data includes grades, progress monitoring, progress toward IEP goals, assessments, teacher observations, and parental input. The alternate assessment guidance document is reviewed as part of the decision-making. As part of the transition, the team develops a plan that includes resources,

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related services if applicable, personnel if applicable, accommodation, and modifications, that will all serve as aids and support to ensure that each student is successful.

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:

Perquimans County Schools conduct annual review meetings in which multiple data sources are reviewed and discussed that are related to the student's present level of academic achievement and functional performance. The teacher of record provides input about the appropriateness of the Extended Content Standards for students who follow those standards. In addition, accommodations and modifications, present level of academic and functional performance as well goals and benchmarks are implemented based on data to ensure that students are educated and assessed appropriately based on the individual student's needs.

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:

Perquimans County Schools inform parents annually during annual review meetings that students in the Extended Content Standards will receive a certificate when completing high school. The IEP team discusses transitional opportunities for the student and develops a plan in collaboration with outside agencies that will serve as a guide when the student completes high school. During their senior year, a summary of performance is developed that outlines strengths and weaknesses as well as attainable goals.

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:

The district conducts Fall and Spring audits in which student's IEPs from all areas of eligibility are reviewed using the state-provided auditing checklist. In addition, each school conducts a random monthly audit of records, consisting of at least one IEP from each case manager's caseload utilizing an EC districtwide auditing template.

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?

Perquimans County Schools continues to see the largest discrepancy with the male subgroup, economically disadvantaged, and the black subgroup.

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

Due to a small population of overall students, students who are male, economically disadvantaged, and black are part of EXTEND 1 testing at higher rates than general testing participants.

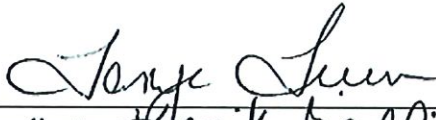
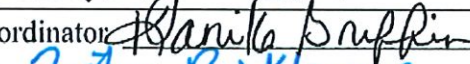
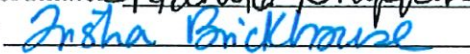
3. What problem-solving actions will the public school unit take to address the identified hypotheses?

Perquimans County Schools will continue to train staff on how to appropriately use the North Carolina Alternate Assessment Decision Making Flowchart and guidance document to make informed decisions.

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? More training for those students who are borderline and how to make appropriate decisions based on data. In addition, it would be great if the state would consider bringing back EXTEND 2 options for students at the middle school level.
Click or tap here to enter text.

Signatures

Superintendent or School Director	<u></u>	Date	<u>6-14-24</u>
Exceptional Children Director or Coordinator	<u></u>	Date	<u>6-14-2024</u>
Public School Unit Test Coordinator	<u></u>	Date	<u>6-14-2024</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 8, 2024.

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 form, 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 support and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.

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- 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.