

## Justification Forms Summary Report Directions

This document provides an index of Justification Forms separated by ISD and the ISD's Member Districts. The index acts as a Table of Contents so you can easily navigate this PDF. To enable this feature, go to the "View" tab in your PDF viewer application menu bar and look for the option to show or enable the Bookmarks Panel. Once enabled, the Bookmarks panel should appear on the left side of the screen in the navigation pane. Some applications may require you to press the "Bookmarks" icon in the navigation panel to open the Bookmarks panel. Once the Bookmarks panel is open, click a district name to advance you to that district's justification form within the document. For additional assistance, contact the Catamaran Help Desk at [help@catamaran.partners](mailto:help@catamaran.partners) or 877-474-9023 (Toll Free).



# Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2019-2020

## **ISD Name: Allegan Area Educational Service Agency**

All intermediate school districts must complete this summary form regarding the percentage of students assessed using Michigan’s alternate assessment (MI-Access). This includes justification forms from member districts/public school academies (PSA) that assessed more than 1% of students in the spring of 2019 using MI-Access.

Please do not submit any student identifiable information with this form.

### **Data**

Data	Total
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)	11
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 2019 using MI-Access (in grades 3-8 and 11)	6

### **Technical Assistance and Professional Development**

**Tier I:** Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2019 test year data and justification form review. Include any professional development and targeted assistance the ISD offered to all member districts, provided by MDE and/or the ISD and MDE together.

Date Occurred	Summary of Technical Assistance and/or Professional Development
11/01/2019	Offered ESSA 1% training presented by MDE staff to all member district administrative teams. For those districts who were not in attendance, materials were shared in a subsequent meeting with all Directors of Specialized Instruction county-wide.
09/01/2019	Links to "Should my Student take the Alternative Assessment" and MDE decision making tool were added to our county-wide data base and IEP system to ensure IEP teams have access to MDE guidance during IEP team meetings. Notification of the change was provided to member districts who disseminated the information to IEP teams.
05/01/2019	MDE Feedback on 2018 ESSA 1% CAP justification was shared with member districts.

**Tier II/III:** Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2019 test year data and justification form review. Include professional development and technical assistance the ISD provided for each specific member district that was flagged for disproportionality regarding assessment participation. Include technical assistance or professional development provided by MDE and/or the ISD and MDE together.

Member District	Date Occurred	Summary of Technical Assistance and/or Professional Development
Allegan Public Schools	03/18/2020	No Allegan Area ESA districts were flagged for disproportionality due to assessment participation. We selected Allegan Public Schools and listed a date only because the form was requiring us to do so.

What resources or support is needed from MDE for the ISD to carry out the plan?

*At this time, we do not need additional resources or support from MDE. We will continue to disseminate any MDE guidance and use those materials and guidance to provide training and technical assistance to member districts as needed.*

## Assurances

**Please provide the following assurances.**

The ISD has provided or will provide targeted assistance to member districts/PSAs that have been flagged for disproportionality for participation in the alternate assessment as outlined on the previous page.

Yes    No

Targeted assistance and professional development include an emphasis on member districts/PSAs using the state assessment selection guidance documents and online trainings.

Yes    No

Assessment selection is an IEP team decision and will not be overridden by administrative or procedural decisions.

Yes    No



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## **Member District: Allegan Area Educational Service Agency**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

### **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	71.1	70.7	58.3	-
<b>Mathematics</b>	71.1	70.7	58.1	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	14.3	42.9	0	-

### **Professional Development Provided**

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

Yes    No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.

Audience	Date Occurred	Topics and Method of Training	Delivered by
Directors of Specialized Instruction	12/10/2019	Shared John Jaquaith's presentation delivered during a PD session hosted by Van Buren ISD.	ISD Staff
Directors of Specialized Instruction	12/10/2019	Shared MDE's ESSA 1% guidance.	ISD Staff
Directors of Specialized Instruction	09/24/2019	Discussed ESSA 1% guidance, resources and upcoming activities,	ISD Staff
Directors of Specialized Instruction	11/26/2019	Discussed ESSA 1% guidance, resources and upcoming activities	ISD Staff
PAC Members	02/17/2020	Discussed ESSA 1% guidance and resources for parents at PAC meeting.	ISD Staff
SE Teachers and Ancillary Staff	09/09/2019	Two procedural guidance documents are embedded in the IEP forms and processes to guide decision making with regard to state assessments.	ISD Staff

## Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

- Yes    No

Select the option that applies:

- Fewer than 8 students took MI-Access.    8 or more students took MI-Access.

Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)?

- Yes    No

Utilizing the Alternate Assessment data reports, complete the following table.

Assessment Data Table	Number
Total Number of students tested overall	48
Total Number of students tested with MI-Access	28
Students in center-based program from outside district	48
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

Is there other justification to provide?

- Yes    No

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	44
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	38
<b>Projected Participation Rate</b>	86.4%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
All Allegan Area ESA SI Department Professional Staff	Training will be provided to all professional Specialized Instruction staff using the "Michigan Interactive Assessment Selection Guidance and Decision Making Tool" and the guidance document entitled "Should my student Take the Alternate Assessment" including consideration during the IEP team process.	10/01/2020
Parents and Community Members	Add "Michigan Interactive Assessment Selection Guidance and Decision Making Tool" and the guidance document entitled "Should my student Take the Alternate Assessment" to the Allegan Area ESA website.	10/01/2020

## Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes  No

## **Assurances**

Please provide the following assurances.

The member district IEP team members follow the state guidelines for participation in the alternate assessment.

Yes    No

The member district allows IEP team members to decide which students take an alternate assessment.

Yes    No

The member district addresses any issues of disproportionality in statewide assessment.

Yes    No



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## **Member District: Outlook Academy**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

## **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	0	0	0	No change
<b>Mathematics</b>	0	0	0	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	0	0	No change





# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: Plainwell Community Schools

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.5	1.5	1.9	+
Mathematics	1.7	1.5	1.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	1.4	2.3	+

## Professional Development Provided

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

Yes    No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	05/08/2019	Guidance to staff on Alternate Assessment via email. Materials provided to teachers on how to use the PSSP online interactive tool for every IEP.	District Staff
Special Education Teachers	05/08/2019	Face to Face meetings with teachers about 1% cap during building PLC meetings.	District Staff
Special Education Admin and Teachers	11/01/2019	1% CAP on Participation in the Alternate Assessment training at VBISD for the special education director. Staff were invited to attend as well. The special education director shared the materials provided at the training to staff.	ISD Staff
Special Education Teachers	02/06/2020	Email and Individual face to face discussions with teachers regarding MI-Access assessments vs MStep assessments	District Staff

### Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes  No

Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)?

Yes  No

Is there other justification to provide?

Yes  No

Please describe other justification:

*There was a larger than typical group of students in students in 11th grade who took the MI-Access assessment last year. This may have been a contributing factor.*

*In 2017-2018, teachers did not know that the Social Studies MI-Access was an option for students. Once informed of this, there was a significant increase in students taking the social studies MI-Access. In addition, some teachers thought that they needed to select either MI-Access or MStep for all subjects rather than considering which assessment would be most appropriate for each academic area. The special education director has provided training to ensure that any students who are capable of taking the MStep social studies take that assessment rather than the MI-Access assessment. Teachers have been informed that they are to individualize each assessment area based on need.*

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1489
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	22
<b>Projected Participation Rate</b>	1.5%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Special Education Teachers	A face to face training will take place on the "Should My Student Take the Alternate Assessment" Flowchart that MDE has developed and will include the definition of "students with the most significant cognitive disabilities" as required by the Every Student Succeeds Act (ESSA). Clarifying points have been added and will be reviewed with staff ( <a href="http://www.michigan.gov/mi-access">www.michigan.gov/mi-access</a> ). Staff will be informed that the definition was also incorporated into the selection interactive decision-tool.	06/01/2020
Parents	The process is explained at annual IEP meetings when Assessments are considered and documented in the IEP process on the IEP forms with the parents. It is an individual student based decision.	06/01/2020
Special Education Teachers, Staff, Principals	A guidance document on 1% cap will be shared with staff.	06/01/2020

## Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes  No

## **Assurances**

Please provide the following assurances.

The member district IEP team members follow the state guidelines for participation in the alternate assessment.

Yes    No

The member district allows IEP team members to decide which students take an alternate assessment.

Yes    No

The member district addresses any issues of disproportionality in statewide assessment.

Yes    No



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: Otsego Public Schools

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.8	2.1	2	-
Mathematics	1.3	1.9	1.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.9	1.8	1.6	-

### Professional Development Provided

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

- Yes     No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.

Audience	Date Occurred	Topics and Method of Training	Delivered by
HS special Ed Staff	09/11/2019	Staff meeting - Went over materials from MDE on "should my student take the alternate assessment" and we went through our students to re-evaluate the ones who were already assigned to take MI ACCESS	District Staff
MS special Ed staff	09/10/2019	Staff meeting - Went over materials from MDE on "should my student take the alternate assessment" and we went through our students to re-evaluate the ones who were already assigned to take MI ACCESS	District Staff
Elementary Spec Ed Staff	09/11/2019	Staff meeting - Went over materials from MDE on "should my student take the alternate assessment" and we went through our students to re-evaluate the ones who were already assigned to take MI ACCESS	District Staff

## Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes  No

Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)?

Yes  No

Is there other justification to provide?

Yes  No

Please describe other justification:

*Otsego has a number of students who are schools of choice who take the alternate assessment. Allegan County is an open schools of choice county per an agreement with the Superintendents.*

*We also run a county wide program for students with autism that are considered severe. All of the students in these classrooms are on a alternate curriculum and take the MI ACCESS alternate state assessment. This represents 7 out of the 38 kids. If you take these kids out of the numbers Otsego's rate would be 2.5%.*

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1218
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	38
<b>Projected Participation Rate</b>	3.1%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
All Special Ed Staff	Updated "Should My Student Take the Alternate Assessment Document - go through it with staff at our monthly staff meeting in April	04/15/2020

## Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes  No

## **Assurances**

Please provide the following assurances.

The member district IEP team members follow the state guidelines for participation in the alternate assessment.

Yes    No

The member district allows IEP team members to decide which students take an alternate assessment.

Yes    No

The member district addresses any issues of disproportionality in statewide assessment.

Yes    No

## **District Comments**

*We have checked all student IEPs to make sure we are following the guidelines.*





# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: **Allegan Public Schools**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	2.7	2	1.3	-
<b>Mathematics</b>	2.5	1.9	1.2	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	2.5	2.4	0.9	-

### Professional Development Provided

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

- Yes     No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.

Audience	Date Occurred	Topics and Method of Training	Delivered by
All Special Education Staff	01/16/2019	The APS special education staff reviewed the guidance document and also review the online tool to determine if an alternate assessment is appropriate.	District Staff
All Special Education Staff	11/03/2019	Email sent to the state with the link to the guidance chart for determining alternate assessment.	District Staff

## Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes  No

Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)?

Yes  No

Is there other justification to provide?

Yes  No

Please describe other justification:

*Allegan Public Schools utilizes the "Should My Student Take the Alternate Assessment?" guidance document to determine the need for an alternate assessment via the IEP process. The school district operates a semi-self-contained program at elementary, middle and high school levels. This program does utilize an alternate curriculum that focuses on the individual student goals and objectives, as well as the alternate essential element standards.*

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1170
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	24
<b>Projected Participation Rate</b>	2.1%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Administrators	The Special Education Director will provide professional development to the building principals and counselors regarding MI-Access guidance. We will review the guidance documents and review the definition of significant cognitive impairment.	06/15/2020
Building Special Education Staff	The Special Education Director will review the guidance documents with all building special education staff at a monthly building meeting.	06/15/2020

## Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes  No

## Assurances

Please provide the following assurances.

The member district IEP team members follow the state guidelines for participation in the alternate assessment.

Yes  No

The member district allows IEP team members to decide which students take an alternate assessment.

Yes  No

The member district addresses any issues of disproportionality in statewide assessment.

Yes  No



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## **Member District: Wayland Union Schools**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

### **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	1.3	1.3	1.4	+
<b>Mathematics</b>	1.3	1.3	1.4	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.2	1.4	1.6	+

### **Professional Development Provided**

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

- Yes     No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers and Ancillary Staff	08/21/2019	Review of state guidelines for participation in the alternate assessment during back to school professional development with staff.	ISD Staff
Special Education Teachers and ancillary staff	12/04/2019	Training at staff meeting. Discussed the decision making tool for choosing what assessment to participate in available in Power Schools Special Programs.	District Staff

## Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes  No

Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)?

Yes  No

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1624
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	18
<b>Projected Participation Rate</b>	1.1%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Special education teachers	Professional development will be provided to staff on content standards and alignment to state assessments. Data will be provided to staff on students who have taken the MI-Access test and if that continues to be appropriate for them. A review of the decision making flow chart will be reviewed and staff will need to review that with families at the IEP meeting as prompted in Power School Special Programs. This training will be provided by Director of Special Education.	05/06/2020
Level 2 Special Education Teachers	Training on M-Step versus MI-Access for our Level 2 students provided during district PLC time.	04/15/2020

## Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes  No

## Assurances

Please provide the following assurances.

The member district IEP team members follow the state guidelines for participation in the alternate assessment.

Yes  No

The member district allows IEP team members to decide which students take an alternate assessment.

Yes  No

The member district addresses any issues of disproportionality in statewide assessment.

Yes  No

## District Comments

*The students that are taking the MI-Access in the district are on essential standards versus grade level content standards. We also have a open school of choice policy in the county which has added additional students to our district that take the MI-Access test.*



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## **Member District: Fennville Public Schools**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

## **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	1	0.7	0.7	No change
<b>Mathematics</b>	0.8	0.7	0.7	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.9	0.9	0.4	-



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: **Martin Public Schools**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.9	3	3.9	+
Mathematics	0.9	2.7	3.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	1.4	4.1	+

## Professional Development Provided

Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions?

Yes  No

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation from January 1, 2019 to present.



Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	04/17/2019	How to utilize the state decision make tools for alternate assessments.	District Staff
Special Education Staff	09/29/2019	Analysis or current student taking the Alternate Assessment.	District Staff

## Contributing Factors

Did the district test fewer than 500 students total using statewide assessments?

Yes  No

Select the option that applies:

Fewer than 8 students took MI-Access.  8 or more students took MI-Access.

Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)?

Yes  No

Is there other justification to provide?

Yes  No

Please describe other justification:

*Within the two years Martin Public has had 4 students move in who are on an alternate curriculum and take the alternate assessment.*

## 2020 Projected Participation Rate

Using the Michigan School Data System (MSDS) and current data, complete the following table to calculate the 2020 projected participation rate.

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	323
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	11
<b>Projected Participation Rate</b>	3.4%

## Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Special Education Teachers	Guidance on selecting state assessment, tools for decision making, and individual analysis of current student's taking the alternate assessment. Training will be provided face to face and resources will be provided to staff.	03/19/2020

## Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

Yes  No

## Assurances

Please provide the following assurances.

The member district IEP team members follow the state guidelines for participation in the alternate assessment.

Yes  No

The member district allows IEP team members to decide which students take an alternate assessment.

Yes  No

The member district addresses any issues of disproportionality in statewide assessment.

Yes  No



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## Member District: Hopkins Public Schools

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.7	0.7	0.9	+
Mathematics	0.7	0.7	0.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.5	0.8	0.5	-



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## **Member District: Glenn Public School District**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

### **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	0	0	0	No change
<b>Mathematics</b>	0	0	0	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	0	0	No change



# Member District Exceeding 1% Cap Justification Form FY 2019-2020

## **Member District: Innocademy Allegan Campus**

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the MDE.

Please do not submit any student identifiable information with this form.

### **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	2.2	1.7	0	-
<b>Mathematics</b>	2.2	1.7	0	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	5.5	0	-