

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 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: **Clinton County RESA**

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) | 8 |
| 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) | 4 |

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 |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 01/16/2020 | Special Education Leadership meets monthly, at this meeting we covered data, as well as response from MDE regarding last years submission and recommendations to improve our selection process for our local districts. All districts discussed ways to improve our selection and one outcome was the improvement of our IEP system that supports the writing of IEP's/etc. We have included a link to the "Decision Making Tool" from MDE in our system for staff to utilize |
| 01/31/2020 | A new special education Monitor has been hired at Clinton County RESA, as we plan our 3 year Technical Assistance for our local districts, we will incorporate trainings to the 3 local districts who have been over the 1% threshold. |

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 |
|-------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| St. Johns Public Schools | 01/16/2020 | Feedback email from Jon Jaquith was disseminated and shared around the recommended solutions to the decision making process for the 1% cap. Each individual district then supported the training in their local districts. |
| Fowler Public Schools | 01/16/2020 | Feedback email from Jon Jaquith was disseminated and shared around the recommended solutions to the decision making process for the 1% cap. Each individual district then supported the training in their local districts. |
| Pewamo-Westphalia Community Schools | 01/16/2020 | Feedback email from Jon Jaquith was disseminated and shared around the recommended solutions to the decision making process for the 1% cap. Each individual district then supported the training in their local districts. |

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

At this time, we feel that the message is clear on the process of making decisions for the 1% Alternate Assessment. That being said, it would be very helpful to go over the disproportionality data that was presented to ISD directors. The ability for me to bring back the process for our locals to go through in order to access data was covered at our MDE/ISD director meeting, however this was a very short overview on how to access the data and how to interpret the data as well. Being that CCRESA was not in a situation where we were overly disproportionate, it was not a high priority due to other issues that our locals and ISD are dealing with. It would be helpful for a webinar and or specific training to be provided to increase our knowledge on the 1) access of the data within the system, and 2) how to interpret the data with our local districts.

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: **Clinton County RESA**

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 | 80 | 82.4 | 88.2 | + |
| Mathematics | 84.2 | 82.2 | 88.2 | + |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | 33.3 | 50 | 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 |
|-----------------------------|---------------|----------------------------------------------------------------------------------------------------------|--------------|
| Special Education Principal | 01/10/2019 | Alternate Assessment Data overview and new link on Illuminate that goes over the Decision Making process | ISD Staff |
| Special Education Staff | 03/19/2020 | Alternate Assessment feedback from MDE, overview of input from MDE around the decision making process | 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 | 38 |
| Total Number of students tested with MI-Access | 34 |
| Students in center-based program from outside district | 72 |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 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 | 29 |
| Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area | 26 |
| Projected Participation Rate | 89.7% |

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 | Individualized decision making tool utilization, importance of making individualized decisions on assessment | 08/03/2020 |

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

Please detail the need for additional resources and technical assistance.

The ISD will provide training to all teachers and principal in order to streamline the process of making an improved attempt at individualized decisions on assessments. This training will be an annual training moving into the coming years.

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: DeWitt 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 | 1.5 | 1 | - |
| Mathematics | 1.9 | 1.5 | 0.9 | - |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | 0.8 | 0.5 | 0.4 | - |



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

Member District: Fowler 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 | 0.8 | 0.9 | + |
| Mathematics | 0 | 0.8 | 0.9 | + |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | 0 | 0.8 | 0 | - |



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

Member District: Bath 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 | 0.2 | 0.7 | 0.7 | No change |
| Mathematics | 0.2 | 0.7 | 0.5 | - |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | 0 | 0.8 | 0.8 | No change |



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

Member District: **Ovid-Elsie Area 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 | 1.2 | 1.7 | 1.9 | + |
| Mathematics | 1.2 | 1.7 | 1.9 | + |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | 1.1 | 2.6 | 0.6 | - |

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 Staff | 02/11/2019 | Presentation of Materials | ISD Staff |
| Special Education Staff | 09/14/2020 | Given Copy of Guidance Documents | District Staff |
| Administration | 09/18/2019 | Given Copy of Guidance Documents | 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 | 755 |
| Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area | 7 |
| Projected Participation Rate | 0.9% |

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 | State Guidelines Revisited | 03/09/2020 |
| District Administration | State Guidelines Revisited | 02/24/2020 |
| Special Education Teachers | Training from local ISD | |

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

Please detail the need for additional resources and technical assistance.

Taking a look at the current IEP's that have MI Access written in them. More monitoring from the ISD on how to choose who takes the test and the selection process. A possible teacher training county wide would be helpful.

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: **Pewamo-Westphalia 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 | 1.4 | 0.9 | 1.2 | + |
| Mathematics | 1.4 | 0.9 | 1.2 | + |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | 0.7 | 1.1 | 0.5 | - |

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 Case Managers | 08/07/2019 | Reviewing the state guidelines for participation in the alternate assessment and making team decisions for each individual student at the IEPC. | District Staff |
| Special Education Case Managers | 11/04/2019 | Attended a training at the ISD level and had a team meeting to discuss alternate 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

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 | 312 |
| Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area | 3 |
| Projected Participation Rate | 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 certified teaching staff | Training on assessment selection, differences between Certificate of Completion and Diploma | 04/14/2020 |

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

Our special education staff has participated in trainings using the state guidelines at our local district and at the ISD level so that we are carefully considering each individual child when we make IEP team decisions concerning assessments. Due to the nature of our small population at Pewamo-Westphalia, one or two students taking the alternate assessment can place us above the 1% threshold. We will continue to do future trainings, yet will also continue to make these important decisions keeping what is best for the individual child in the forefront of our decision.

ISD Comments (if ISD returned to district for modifications)

Recommendation: I recommend putting in some district comments around the training that has been provided and or the training that will occur in the future. You could include a statement around individualized selection of assessments and due to the nature of your small population at PW, 1-2 students taking the alternate assessment could place you above the 1% threshold.

Assessment Data Table: There is no information included in this area and I am not sure what the document looks like on your end therefore please review this to be certain it is correct and filled out properly.



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

Member District: **St. Johns 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 | 2.5 | 1.9 | 1.9 | No change |
| Mathematics | 2.7 | 1.9 | 1.9 | No change |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | 2.7 | 1.9 | 2 | + |

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 | 08/21/2019 | Teachers are provided overview IEP training; supporting documents like the state assessment decision-making chart are provided and questions are fielded regarding selection of appropriate assessments and accommodations. | District Staff |
| Administrators/Principals | 08/15/2019 | Administrator's retreat where each department covers issues of importance. Special Education Supervisor provides reminders to principals on the IEP. Discussion of appropriate placement, accommodations and testing decisions. The MDE assessment selection flowchart is reviewed. Principals and other administrators have an opportunity to ask questions or receive clarification on concerns. | District Staff |
| Special Education Representatives | 01/16/2020 | The CCRESA Special Education Director provided an overview of the 2019 Alternate Assessment Rate Report for ESSA One Percent Participation Cap. He provided guidance on local district completion of the justification form in Catamaran. He offered extra support for any local district needs. | ISD 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

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

| Assessment Data Table | Number |
|--------------------------------------------------------|---------------|
| Total Number of students tested overall | 1502 |
| Total Number of students tested with MI-Access | 28 |
| Students in center-based program from outside district | 4 |
| Adjusted Total | 1498 |
| Adjusted Participation Number | 24 |
| Adjusted Rate | 1.6% |

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 | 1508 |
| Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area | 30 |
| Projected Participation Rate | 2% |

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 |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Parents | Alternate testing information will be provided by mail and then covered in IEPs. | 04/01/2020 |
| Special Education Teachers | Teachers will be provided another flowchart regarding choosing appropriate state assessments. The supervisor will review the use of appropriate accommodations to allow students to take the general education state assessment as opposed to alternate assessments. | 02/17/2020 |
| Building Principals | During monthly administration meeting, SE Supervisor will provide flowchart regarding choosing appropriate state assessments, and overview of importance of students participating in general education assessments. | 02/12/2020 |

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 ISD was so helpful in assisting the locals in this process. The support is always appreciated as we assure free and appropriate public education for all students.

ISD Comments (if ISD returned to district for modifications)

Incorrect Assessment Data for the following areas: (I believe you may have inputted the ISD data rather than local district data)

Math Data Percentage Rate 2018 incorrect, Math Data Percentage Rate 2019 incorrect

Social Studies Percentage Rate 2017 incorrect, Social Studies Percentage Rate 2018 incorrect

Recommendations: Based on your response in the District Comment section, it may be beneficial to voice the concerns directly to John Jaquith or Marcia O'Brien as they are the ones who oversee this process. Furthermore, they encourage us to look at the individual students who are taking the assessment instead of statements around students who attend programs. The argument that the State of Michigan shares is that not all students who are enrolled in CI programs have eligibility of CI. Some students may be eligible ASD or EI. Statements that reflect that the district is looking at each individual student and determining the appropriate assessment for each student may be a better approach to the District comments section, as I am not sure this section was intended to show a districts frustration of the process. This document will be available to the public from what I understand therefore I would avoid statements around the frustrations of the process and go directly to the source.

Lastly, please give one last glance on spelling as I found an error on "principal". Again, this will be a public document.



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

Member District: Michigan International Prep School

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 | 0 | 0 | No change |
| Mathematics | 0 | 0 | 0 | No change |
| Science | N/A | N/A | N/A | N/A |
| Social Studies | 0 | 0 | 0 | No change |