

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: Livingston ESA

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)	10
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)	5

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
09/25/2018	Shared MDE 1% tools during countywide Special Education Directors meeting.
11/20/2018	Completed 1% cap activity with all Special Education Directors in Livingston county.
01/22/2019	Reviewed 1% cap data and submission process at countywide Special Education Directors meeting.
05/08/2019	A communication/invitation was sent to all districts in the county to participate in data dive regarding the 1% data.
05/22/2019	Met with three of the local districts, facilitated data dive and established individual action steps within each of the districts, communication and follow up from ISD same day.
11/19/2019	1% data review with all Special Education Directors at countywide meeting.
12/04/2019	Follow up to all districts with action items and ongoing next steps.

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
Brighton Area Schools	02/08/2019	Communication re: disproportionality. 5/3/19: Feedback from MDE/ideas for working with districts in county (attached) 1/23/20: Howell Public Schools, Communication regarding action items and offer of support 1/23/20: Brighton Area Schools, Communication regarding action items and next steps 1/27/20: Brighton Area Schools, Planning for dispro deep dive 2/21/20: Howell Public Schools, Communication regarding action items 3/9/20: Brighton Area Schools, Met with for 1% deep dive and followed up re communication of individual action items/next steps
Howell Public Schools	02/08/2019	Communication re: disproportionality.
Brighton Area Schools	05/08/2019	Sent invitation to gather for a deep dive on 1% disproportionality data in individual districts.
Howell Public Schools	05/08/2019	Sent invitation to gather for a deep dive on 1% disproportionality data in individual districts.
Howell Public Schools	12/04/2019	Follow up communication regarding action items and ongoing steps.
Howell Public Schools	12/11/2019	Met with Special Education Supervisor for 1% data dive.
Howell Public Schools	12/18/2019	Communication regarding district PD and planning.
Howell Public Schools	01/23/2020	Communication regarding action items and offer of support.
Brighton Area Schools	01/23/2020	Communication regarding action items and next steps. Planning for disproportionality deep dive
Brighton Area Schools	01/27/2020	Planning for disproportionality deep dive
Howell Public Schools	02/21/2020	Communication regarding action items.
Brighton Area Schools	03/09/2020	Met with for 1% deep dive and followed up re communication of individual action items/next steps.

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

N/A

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: **Livingston ESA**

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	100	100	100	No change
Mathematics	100	100	100	No change
Science	N/A	N/A	N/A	N/A
Social Studies	100	100	100	No change

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 SCI and MoCI classroom teachers and service providers	08/19/2019	MDE state assessments and guidelines document was provided and discussed with the group	Other Principal/Director
All SCI and MoCI teachers-grades 2-12 and service providers	08/20/2019	Teachers met individually with administrator to review state assessment assignment	Other Principal/Director
All SCI and MoCI teachers-grades 2-12 and service providers	08/21/2019	Teachers met individually with administrator to review state assessment assignment	Other Principal/Director

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	35
Total Number of students tested with MI-Access	35
Students in center-based program from outside district	35
Adjusted Total	0
Adjusted Participation Number	35
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	29
Projected Participation Rate	100%

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
Teachers for our SCI and MoCI students and service providers	Training for professional staff occurs at the beginning of every new school year. Teachers meet individually with the principal to review assessment decisions. Mid-year reviews with teachers are held as well, where IEP goals, student growth goals and assessment decisions are discussed and reviewed. (If changes are considered, the IEP team is called together to review all data and make assessment determinations). Training will occur 8/18/20, 8/19/20, 8/20/20, 1/19/21, 1/20/21	08/18/2020
Teachers for our SCI and MoCI students and service providers	When a student moves into a center based program, careful consideration is taken to review data and talk with teachers and support staff who know the student best. Assessment determinations will take place during the IEP process. This is ongoing.	02/24/2020

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: Kensington Woods 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	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



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

Member District: **Charyl Stockwell 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:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.2	1.1	1.3	+
Mathematics	0.2	1.1	1.1	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0.8	1.1	+

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 teachers, administrators, service providers	09/25/2019	CSPartners Training with Iris Law Hicks. 1% CAP was one of the topics	Other Director of Special Education
special education teachers	08/14/2019	District training. Alternate Assessments is one topic.	Other Deborah Skolnik

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	628
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	7
Projected Participation Rate	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	Assessment selection	08/19/2020
special education teachers	CSPartners training, 1% CAP is topic	09/16/2020

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 question on the form asked for the number of students who have alternate assessments listed on their IEP. That answer is 7. It is worth noting that 2 of those students will be in grade 10 next year and there is no alternate assessment for grade 10. Therefore 5 students will take this assessment next year.



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

Member District: Brighton 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	1.4	1.4	1.2	-
Mathematics	1.4	1.4	1.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.1	1.2	0.8	-

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
SE Staff	03/04/2019	IEP training- in person- reviewing sections of IEP and state testing	District Staff
SE Staff	01/08/2020	Updated IEP manual and guidance materials	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	3118
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	36
Projected Participation Rate	1.2%

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
SE	Training on State Assessment and Essential Elements	04/30/2020
SE	Course of Study and alignment documents	05/29/2020

Disproportionality

Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment?

Yes No

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, as well as the subject for which disproportionate use was demonstrated, and the district plan to address the indicated issues of disproportionality.

Economically Disadvantaged Status

Subject	Plan
English Language Arts	The district will review data from local and state assessments and review access to the curriculum and supports that are in place for students to determine the appropriateness of supports that are in place over time.

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: Fowlerville 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	1.2	1	1	No change
Mathematics	1.2	1	1	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.1	1	0.8	-



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

Member District: Hartland Consolidated 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	0.8	0.9	0.8	-
Mathematics	0.8	0.9	0.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.3	1	0.5	-



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

Member District: **Howell 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	1.6	1.4	1.4	No change
Mathematics	1.6	1.4	1.4	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	1.1	1.2	+

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
SE Director and HPS	05/22/2019	In person, topics included analyze data, look for patterns and trends, questions, etc.. Identified areas of follow up needed and established next steps	ISD Staff
SE Director, HPS, and BAS	12/11/2019	In person, topics included analyze data, look for patterns and trends, questions, etc.. Identified areas of follow up needed and established next steps	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

Is there other justification to provide?

Yes No

Please describe other justification:

The special education director and supervisor reviewed the data of students participating in MI-Access, particularly students with an eligibility of OHI or ASD. We conducted a deep dive into the variables when considering student participation in an alternate achievement assessment. The variables reviewed included how the student is functioning on class assessments, school based assessments, and evaluations and identified areas where additional information was needed. We then looked at student's educational environment to determine if the students that are taking the state assessment, are appropriate. Based on this information an action plan was created.

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	3751
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	39
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
Special Education Teachers	A professional development is being held on February 28, 2020 with K-12 CI classroom teachers and the high school teacher consultant to address how we determine if the MI-Access is an appropriate test for each student in these classrooms. At the professional development, we will be looking at the interactive decision making tool and going through this with a couple of students so teachers see how to use the tool. We will also be sharing the flowchart with teachers again. We will also spend some time having meaningful conversation about our students and if there are any other things we can do to move them toward taking the M-Step.	02/28/2020
Special Education Teachers	At the upcoming professional development, special education teachers will be directed to start adding modified curriculum in the IEP if the student is receiving modified curriculum. This will be put in the needs based PLAAFP and then added to the supplementary aids and services page and teachers will add which areas the student is receiving modified curriculum. This will help as we look at data on which students the MI-Access is appropriate for in the future.	02/28/2020

Disproportionality

Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment?

Yes No

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, as well as the subject for which disproportionate use was demonstrated, and the district plan to address the indicated issues of disproportionality.

Economically Disadvantaged Status

Subject	Plan
English Language Arts	At a professional development on 2/28/2020 the special education staff will look at their caseloads to do a deep dive into student scores and discuss the appropriateness of the assessment each student took last year. They will then look at the disproportional ratio of economically disadvantaged students taking the alternate assessment to determine factors that could be leading to this disproportional ratio. We will also be discussing the differences between the versions of the alternate assessment and how to determine the correct assessment for each student.
Math	At a professional development on 2/28/2020 the special education staff will look at their caseloads to do a deep dive into student scores and discuss the appropriateness of the assessment each student took last year. They will then look at the disproportional ratio of economically disadvantaged students taking the alternate assessment to determine factors that could be leading to this disproportional ratio. We will also be discussing the differences between the versions of the alternate assessment and how to determine the correct assessment for each student.

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

ISD Comments (if ISD returned to district for modifications)

Returning to adjust data submitted.



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

Member District: Pinckney 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	1.2	1.5	1.4	-
Mathematics	1.4	1.6	1.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.5	1	0.7	-

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
Parents	09/09/2019	<p>Ongoing In-person during IEP meetings: Awareness that alternate assessments are aligned with alternate content standards when teams consider alternate assessments appropriate. In addition, awareness regarding the potential implications of such decisions when placing a student on alternate assessments.</p> <p>Awareness and information sharing with parents is ongoing throughout the school year when IEP teams determine that alternate assessments is most appropriate for the student.</p>	District Staff
District Service Providers	01/11/2019	<p>In-person training. Shared District data regarding Alternate assessment participation rates. MDE resources, such as the interactive decision tool, guidelines training, and flow chart were reviewed and shared with all service providers who are part of IEP teams across the district.</p> <p>The focus was placed on making appropriate decisions for assessments and not necessarily on the district exceeding the 1% cap.</p>	Other Special Education Director.
District Administrators	02/21/2019	<p>In-person training: Shared District data regarding Alternate assessment participation rates with district leaders. MDE resources, such as the interactive decision tool, guidelines training, and flow chart were discussed as tools available to IEP teams/ district leaders to support appropriate decision making. The focus was placed on making appropriate decisions for assessments and not necessarily on the district exceeding the 1% cap</p>	Other Special Education Director
District Special Education Teachers	01/11/2019	<p>In-Person training: Shared District data regarding alternate assessment participation rates. MDE resources, such as the interactive decision tool, guidelines training, and flow chart were reviewed and shared with all service providers who are part of IEP teams across the district</p>	Other Special Education Director
District Special Education Teacher- elementary level for one building.	12/18/2019	<p>In person- Review of MDE online assessment selection training and flow chart.</p>	Other Special Education Director.
District Special Education Teachers	02/18/2020	<p>Given a copy of updated flow chart guidance provided by State via email. Focus on students with significant cognitive impairments along with adaptive behavior component.</p>	Other Special Education Director.

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	1222
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	12
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
Teachers, service providers, and district leaders.	Projected participation for the Spring 2020 Mi-Access data suggests that professional development opportunities has had a positive impact on the selection of appropriate state assessments for district students. Continued review of district data along with continued reference to MDE online assessment tools and guidance for participation will continue as new special education staff join the district. Additionally, guidance will continue to be reviewed on an annual basis for all district special education teachers using the guidance provided by the state. Decisions regarding which assessment students should take will continue to be made by IEP teams.	10/30/2020

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: FlexTech High 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



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

Member District: **Light of the World 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:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	0	1	+
Mathematics	0	0	1	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change