

## 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: Montcalm Area ISD**

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**

<b>Data</b>	<b>Total</b>
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)	9

## 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
08/01/2019	<p>Training to county-wide Special Education Coordinator's that included the following discussions: MDE appreciates the offering made to parents to learn about assessment selection outside the context of an IEP team meeting at a PAC meeting. Recommend LEAs follow that lead. MDE supports the focus on students currently taking the FI assessment and encourages the ISD to continue this focus. Please let MDE know if additional support from the state is needed. MDE is supportive of the individualized support planned for Central Montcalm Public Schools and the follow up to Greenville, Carson City and the MAISD programs. Please let MDE know if there is any additional layer of support you may need. Two new resources were posted to the MI-Access web page in the fall that can help with ongoing training efforts for schools. Here are direct links to each in the event direct links are helpful:</p> <p>Assessment Selection Guidance Training:  <a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a></p> <p>Assessment Selection Interactive Decision-Making Tool:  <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a></p> <p>It is clear the ISD is familiar with the fact that the FI level of the assessment is the level of the assessment that is often assigned with the most misunderstanding. The following ideas are provided and appropriate for all LEAs within the ISD, but in particular for:</p> <ul style="list-style-type: none"> <li>Carson City-Crystal Area</li> <li>Central Montcalm</li> <li>Greenville</li> <li>Lakeview</li> <li>Montabella</li> </ul>

**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
Carson City-Crystal Area Schools	08/01/2019	Assistance with review of local district data, best practice, MDE Tools for decision making, training regarding the difference between can take state-wide assessment vs should take state-wide assessments.
Central Montcalm Public Schools	08/01/2019	Assistance with review of local district data, best practice, MDE Tools for decision making, training regarding the difference between can take state-wide assessment vs should take state-wide assessments.
Greenville Public Schools	08/01/2019	Assistance with review of local district data, best practice, MDE Tools for decision making, training regarding the difference between can take state-wide assessment vs should take state-wide assessments.
Greenville Public Schools	08/01/2019	Assistance with review of local district data, best practice, MDE Tools for decision making, training regarding the difference between can take state-wide assessment vs should take state-wide assessments.
Lakeview Community Schools (Montcalm)	08/01/2019	Assistance with review of local district data, best practice, MDE Tools for decision making, training regarding the difference between can take state-wide assessment vs should take state-wide assessments.
Montabella Community Schools	08/01/2019	Assistance with review of local district data, best practice, MDE Tools for decision making, training regarding the difference between can take state-wide assessment vs should take state-wide assessments.

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

*Advocacy for removal of the 1% CAP from ESSA related to alternative state assessments as at any given time the united states has 2.5 to 3.5% individuals with "significant disabilities."*

## **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: **Montcalm Area ISD**

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>English Language Arts</b>	41.9	31.4	32.3	+
<b>Science</b>	N/A	N/A	N/A	N/A

### 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	Delivered by
Special Education Supervisors	08/01/2019	<p>MDE appreciates the offering made to parents to learn about assessment selection outside the context of an IEP team meeting at a PAC meeting. Recommend LEAs follow that lead. MDE supports the focus on students currently taking the FI assessment and encourages the ISD to continue this focus. Please let MDE know if additional support from the state is needed. MDE is supportive of the individualized support planned for Central Montcalm Public Schools and the follow up to Greenville, Carson City and the MAISD programs. Please let MDE know if there is any additional layer of support you may need. Two new resources were posted to the MI-Access web page in the fall that can help with ongoing training efforts for schools. Here are direct links to each in the event direct links are helpful:            Assessment Selection Guidance Training:  <a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a>            Assessment Selection Interactive Decision-Making Tool:  <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a>            It is clear the ISD is familiar with the fact that the FI level of the assessment is the level of the assessment that is often assigned with the most misunderstanding. The following ideas are provided and appropriate for all LEAs within the ISD, but in particular for:            Carson City-Crystal Area            Central Montcalm            Greenville            Lakeview            Montabella</p>	ISD Staff
All County-wide Special Education Staff	01/04/2019	<p>Provided Technical Assistance via the Special Edition newsletter that included the following:</p> <ul style="list-style-type: none"> <li>-Countywide data review of alternative assessment participation</li> <li>-Information regarding ESSA and 1% CAP</li> <li>-Statewide comparisons</li> <li>-Shared the Michigan's guidelines for participation in the alternate assessment (MI-Access): Alternate Assessment Guidelines; the Assessment selection guidance training module online; Assessment Selection Guidelines Training; and the Interactive assessment selection tool for IEP teams: IEP Interactive Decision Making Tool</li> </ul>	ISD Staff
Center-Based/Local ISD Program teachers	10/26/2018	<p>Staff participated in an Alternative Assessment Selection Case Study Activity that included modeling and practice utilizing the state provided tools including the interactive online selection tool.</p>	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	127
Total Number of students tested with MI-Access	41
Students in center-based program from outside district	41
<b>Adjusted Total</b>	86
<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	104
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	44
<b>Projected Participation Rate</b>	42.3%



## 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/Case Managers	Alternative Assessment Data Review, Alternative Assessment Tools and (including the online virtual tool) through Staff Meeting(s)	03/16/2020
All Special Education Staff	Alternative Assessment Data Sharing for later review in staff meeting(s), Alternative Assessment Tools	02/10/2020

## 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.

*Please advocate for increasing the cap on participation of alternative assessment to the Federal Department. At any given time, the US has 205 to 3.5% of the population with either significant cognitive or behavioral disabilities. So the 1% is misguided.*

## 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











Audience	Topics and Method of Training	Date
District SpEd Staff	Discussion over 1% Alt Assessment Justification Document	02/17/2020

**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 will continue to have yearly discussions around the importance of the 1% Justification Document.*



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

## Member District: **Montabella 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	2.8	2.7	2.7	No change
Mathematics	3	2.7	2.7	No change
Science	N/A	N/A	N/A	N/A
Social Studies	2.8	2.9	1.7	-

### 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
Special Education Staff	01/10/2019	Assessment Selection Guidelines through the use of the interactive Decision-Making tool as well as review of Should My Student Take Alternate Assessment	District Staff
Special Education Staff	02/03/2020	Assessment Selection Guidelines through the use of the interactive Decision-Making tool as well as review of Should My Student Take 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:

*All of the students who take MiAccess in our district are appropriately tested based on the guidelines in the Should My Student Take the Alternate Assessment document.*

## 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	405
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	13
<b>Projected Participation Rate</b>	3.2%

## 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
Special Education Teachers & administrators	Topic: Selecting the appropriate standards and assessments to include in IEPs based on student needs. Presentation by ISD staff	05/29/2020

## 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.

*Technical assistance from ISD is needed to ensure that students are being assessed using the MOST APPROPRIATE state summative assessment tool. This PD should occur before the end of our school year which is 5/29/2020. Available dates are 2/26, 2/27, or 3/18 between 12:30-3:00 (not meaning it would take this long as there are other professional development needs during these times).*

## 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: **Greenville 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>	1.9	1.5	1.1	-
<b>Mathematics</b>	1.9	1.5	1.1	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	2.3	2.1	1.5	-

### 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.

<b>Audience</b>	<b>Date Occurred</b>	<b>Topics and Method of Training</b>	<b>Delivered by</b>
Middle School Teachers of the Mild Cognitive Impairment Program	01/23/2019	Meeting/training covering the January 2019 1% CAP Justification form and the data from the last testing cycle. Also created a spreadsheet outlining the students that will take the alternative assessment in 2019. Discussed continued use of the state guidelines and tools to make decisions.	District Staff
High School Teachers of the Mild Cognitive Impairment Program	03/05/2019	Meeting/training covering the January 2019 1% CAP Justification form and the data from the last testing cycle. Also created a spreadsheet outlining the students that will take the alternative assessment in 2019. Discussed continued use of the state guidelines and tools to make decisions.	District Staff
Elementary Teacher of the Mild Cognitive Program	03/15/2019	Meeting/training covering the January 2019 1% CAP Justification form and the data from the last testing cycle. Discussed continued use of the state guidelines and tools to make decisions.	District Staff
Middle and High School Teachers of the Mild Cognitive Impairment Program	05/15/2019	Meeting to discuss how the conversations and tools to make Mi-Access have worked during IEP meetings. Reflection on decisions in IEPs and any other needed supports to continue progress.	District Staff
Special Education Coordinators	08/01/2019	New ISD Directors reviewed the requirements, MDE tools for assessment selection, and district reflected on their needs	ISD Staff
Middle and High School Teachers of the Mild Cognitive Impairment Program	08/20/2019	Department meeting workshop to review tools to use at IEP meetings to make assessment selections, look at the 2019 Mi-Access data, and create a list of students currently selected to take the Mi-Access in 2020	District Staff
Middle and High School Teachers of the Mild Cognitive Impairment Program	09/19/2019	Training to present the district best practice requirement to have conversation about Mi-Access at each IEP, and use the MDE provided tool to decide on assessment selection	District Staff
Elementary Teacher of the Mild Cognitive Program	10/11/2019	Review of Mi-Access assessment selection guidelines and tools. This teacher will only have 1 student taking the Mi-Access this year.	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	1977
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	22
<b>Projected Participation Rate</b>	1.1%

## 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
Middle and High School Teachers of the Mild Cognitive Impaired Program	Review of the January 2020 justification form, review of the assessment selection guidelines, alternate content standards, and program plan for next year.	03/19/2020
All special education staff	Review of the January 2020 justification form, use of assessment selection tools and guidelines, alternative standards and delivery of specialized instruction	08/18/2020

## 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: **Tri County 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
<b>English Language Arts</b>	2.2	2.1	1.8	-
<b>Mathematics</b>	2.3	2.1	1.8	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	2.2	2.8	1.4	-

### 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 Providers	09/15/2019	Professional Learning Community - updates and review on M-Step/MiAccess functional determination (State Guidelines)	District Staff
Special Education Providers	02/14/2019	Professional Learning Community - updates and review on M-Step/MiAccess functional determination (State Guidelines). In addition, reviewed the 2018-2019 State Assessment Guidelines from MDE.	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	1218
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	27
<b>Projected Participation Rate</b>	2.2%

## 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
Special Education Providers, general education teachers and Parents	Through IEP meetings, a walk through of "Should My Student Take the Alternate Assessment" will be dicussed and reviewed.	02/04/2020
Special education providers	At PLC meeting(s), assessment participation is reviewed, additinal training offered (online tutorials) and implemented.	02/05/2020
Administration and special education providers	Review of the Alternate Assessment Rate Reports (Participation Cap)	02/04/2020

## 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

*Tri County Area Schools upholds the MDE guidelines when determining if a student should be taking an alternate assessment. "It is the role of the IEP team to determine which assessment a student should take using the guidelines." We also educate and reference the guidelines often with IEP teams and in addition, professionals take part in the Assessment Selection Training.*



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

## Member District: Lakeview Community Schools (Montcalm)

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	3.6	2.9	2.6	-
Mathematics	3.6	2.9	2.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.7	2.4	3.8	+

### 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
Special Education Teachers	09/19/2019	State guidelines for participation in alternate assessment flow chart reviewed and discussed.	District Staff
Administrators	09/19/2019	State guidelines for participation in alternate assessment flow chart reviewed and discussed.	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	557
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	9
<b>Projected Participation Rate</b>	1.6%

## 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	Training on assessment selections and alternative assessments using the MDE flow chart	04/16/2020

## 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



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

## Member District: Central Montcalm 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	2.3	2.5	2.1	-
Mathematics	2.2	2.5	2	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	3.7	1.7	-

## 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
Special Education Teachers	11/20/2019	ISD Monitor came in as we watched the Assessment Selections Guidelines Training and went through the Interactive Decision Making Tool. We also discussed that this process would be reviewed with parents at each IEP and they would be given a paper copy of the decision making flowchart.	ISD Staff
Special Education Teachers	11/13/2019	ISD Monitor came in as we watched the Assessment Selections Guidelines Training and went through the Interactive Decision Making Tool. We also discussed that this process would be reviewed with parents at each IEP and they would be given a paper copy of the decision making flowchart.	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

## 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	833
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	16
<b>Projected Participation Rate</b>	1.9%

## 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 Providers	We will continue to review the state training site and online selection tool. We will remind special education providers to review the flowchart with parents.	11/18/2020

## 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: Vestaburg 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	1.7	2	2.9	+
Mathematics	2	2	2.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.7	3.5	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 Admin	09/18/2019	Special Ed Admin county meeting - LRE and Participation in State and Local Assessments guidance - including information for parents.	ISD Staff
Special Education Admin	10/01/2019	Email - LRE and Participation in State and Local Assessments guidance - including information for parents.	ISD Staff
Special Education Teachers and Service Providers	11/21/2019	Staff Meeting - State Assessment participation was discussed. Staff was given flow chart on how to use data to decide which assessment is best for the student.	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:

**ELA**

*We had 9 students complete an alternative assessment. We opened another Mild Cognitive Impairment program within our district increasing our number of students who took an alternative assessment from 5 in 2017 to 9 in 2019.*

**MATH**

*We had 9 students complete an alternative assessment. We opened another Mild Cognitive Impairment program within our district increasing our number of students who took an alternative assessment from 6 in 2017 to 9 in 2019.*

**SCIENCE**

*We had 3 students complete an alternative assessment. This number has not changed since 2017.*

## 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	344
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	8
<b>Projected Participation Rate</b>	2.3%

## 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
IEP teams including parents	Alternative Assessments - at an IEP team meeting there will be ongoing discussions and educational resources provided to parents and IEP teams when discussing state assessments and when an alternative assessment might be needed. This will be an ongoing discussion.	02/20/2020
Special Education Staff	Staff Meeting - Guidance for determining state assessment vs alternative assessment.	08/17/2020

## 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: **Success Virtual Learning Centers of Michigan**

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