

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: Oakland Schools

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)	51
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)	30

Elementary Spec Ed Teachers	11/08/2018	Reviewed guidance document from MDE as to which state assessment IEPT should consider. Participants also viewed and discussed Assessment Selection Guidelines Training.	District Staff
Spec Ed Coordinators & Teacher Consultants	12/10/2018	Reviewed guidance document from MDE as to which state assessment IEPT should consider. Participants also viewed and discussed Assessment Selection Guidelines Training.	District Staff
District Central Administration	12/12/2018	Central Administration reviewed and discussed data of the students who took the alternate assessment from the previous school year.	District Staff
Elementary SE Teachers	12/13/2018	Reviewed guidance document for a second time from MDE as to which state assessment IEPT should consider and reviewed and discussed data of the students who took the alternate assessment from the previous school year.	District Staff
Special Education Coordinators & Teacher Consultants	01/07/2019	Reviewed guidance document for a second time from MDE as to which state assessment IEPT should consider in preparation for the upcoming training that Team would be delivering to district staff.	District Staff
Secondary SE Teachers	01/10/2019	Reviewed guidance document from MDE as to which state assessment IEPT should consider. Participants also viewed and discussed Assessment Selection Guidelines Training and reviewed and discussed data of the students who took the alternate assessment from the previous school year.	District Staff
Secondary Building Administrators	03/25/2019	Reviewed guidance document from MDE as to which state assessment IEPT should consider.	District Staff
Elementary Building Administrators	03/27/2019	Reviewed guidance document from MDE as to which state assessment IEPT should consider.	District Staff
Special Education Coordinators & Teacher Consultants	01/06/2020	Reviewed Alternate Participation Rate from the previous school year and discussed data trends. Additionally, reviewed guidance from the MDE in preparation for forthcoming staff training.	District Staff
All Special Education Teachers	01/09/2020	Reviewed Alternate Participation Rate from the previous school year and discussed data trends. Additionally, staff viewed the Assessment Selections Guidelines Training. Lastly, the staff reviewed and discussed data of the students who took the alternate assessment from the previous school year.	District Staff
All SE Staff, Building Administrators, Central Administration Team, WEA Association Leadership	10/26/2018	Student Support Services Department Weekly Announcements Newsletter: published and disseminated information regarding the New Assessment Selection Online Training and Interactive Tool. Also included the link to the MDE's Guidance Document "Should My Student Take the Alternate Assessment."	District Staff

All SE Staff, Building Administrators, Central Administration Team, WEA Association Leadership	12/13/2019	Student Support Services Department Weekly Announcements Newsletter: published and disseminated information regarding the Assessment Selection Online Training and Interactive Tool. Also included the link to the MDE's Guidance Document "Should My Student Take the Alternate Assessment."	District Staff
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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	4240
Total Number of students tested with MI-Access	114
Students in center-based program from outside district	11
Adjusted Total	4229
Adjusted Participation Number	4115
Adjusted Rate	97.3%

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	4216
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	101
Projected Participation Rate	2.4%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Coordinators & Teacher Consultants	Reviewed Alternate Participation Rate from the previous school year and discussed data trends. Additionally, reviewed guidance from the MDE in preparation for forthcoming staff training.	01/06/2020
All Special Education Teachers	Reviewed Alternate Participation Rate from the previous school year and discussed data trends. Additionally, staff viewed the Assessment Selections Guidelines Training. Lastly, the staff reviewed and discussed data of the students who took the alternate assessment from the previous school year.	01/09/2020
All SE Staff, Building Administrators, Central Administration Team, WEA Association Leadership	Student Support Services Department Weekly Announcements Newsletter: published and disseminated information regarding the Assessment Selection Online Training and Interactive Tool. Also included the link to the MDE's Guidance Document "Should My Student Take the Alternate Assessment."	12/13/2019
Parents of Students with IEPs	Parent Informational Training regarding which state assessment their child should be considered for.	02/27/2020
District Instructional Leadership Team	Review Alternate Participation Rate from the previous school year and discuss data trends. Additionally, review guidance from the MDE called "Should My Student Take the Alternate Assessment?".	02/25/2020
Secondary Principal's Meeting	Review Alternate Participation Rate from the previous school year and discuss data trends. Additionally, review guidance from the MDE called "Should My Student Take the Alternate Assessment?".	03/09/2020
Elementary Principal's Meeting	Review Alternate Participation Rate from the previous school year and discuss data trends. Additionally, review guidance from the MDE called "Should My Student Take the Alternate Assessment?".	03/16/2020
All SE Staff, Building Administrators, Central Administration Team, WEA Association Leadership	Student Support Services Department Weekly Announcements Newsletter: published and disseminated information regarding the Assessment Selection Online Training and Interactive Tool. Also included the link to the MDE's Guidance Document "Should My Student Take the Alternate Assessment."	02/21/2020
All Special Education Teachers	Review student level data from Illuminate (District Assessment Record System) to determine which students surpassed the alternate standards based on their performance from Mi Access for the 2019 Assessment window.	03/12/2020

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 Waterford School District is committed to making continual efforts to ensure that all students with IEPs are given meaningful consideration in regards to which state assessment they will take. The District has created and will continue to implement a local plan which specifies on-going professional and technical assistance for district staff, building administrators and parents to ensure the appropriate state assessment is given to students who have IEPs.

Upon review of district data of MI Access state assessment participation, the district team reviewed each assessment level for students who took an alternate assessment. In doing so, the team was able to identify that students were given the alternate assessments at the Functional Independence area in subject areas that were specified to the needs identified in their IEP. The Team also noted that there were a higher number of students at the secondary level than at the elementary level who participated in the alternate assessment.

ISD Comments (if ISD returned to district for modifications)

Hi Nadine,

Thank you for your submission. You've provided great detail which is very helpful. I want to direct your attention to the section where you identify nonresidents in your center program that took MiAccess last year. In the Adjusted Participation section, you will want to indicate 103 (this number comes from subtracting the 11 nonresidents from your total of 114); then for the Adjusted Rate section, you will want to indicate 2.4 (this number comes by dividing your adj. total of 103 by 4229). Hope this makes sense.

Also, have your staff had the opportunity to review the Illuminate reports that broke down student level data? If not, I encourage you to identify this activity in your Local Plan. If your staff has already analyzed the student level reports in Illuminate, have they specifically identified those students who "surpassed" the alternate standards based on their performance from MiAccess last year? If not, this is a great opportunity for staff to discuss the need for 1) increased instructional rigor and/or 2) follow up IEP consideration for a different state assessment.

Thanks!



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

Member District: **Bradford 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	3.2	3.4	3.3	-
Mathematics	3.2	0.2	3.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	3.5	2	2.2	+

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 staff	03/01/2019	Discussion regarding MI-Access and the 1% Target for students taking an alternate assessment.	District Staff
Special Education Teachers	09/09/2019	The IEP system the school uses, MIPSE hosted by Kent ISD, included an interactive flow chart that the staff is to use when determining which students take an alternate assessment.	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	641
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	23
Projected Participation Rate	3.6%

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 Staff	We will train our staff on the alternate assessment flow chart on March 6, 2020.	03/06/2020
Curriculum team, special education staff, director, and supervisor	Meet with staff to analyze the 23 students currently assigned to take MIAccess to review their characteristics and assess whether any "red flags" or alerts may warrant further consideration by the IEP team (e.g., eligibility, programming placement, Ed. environment, course of study, etc.). If a student took MI-Access, in previous years, their score will be reviewed and analyzed with the special education team.	03/27/2020

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

Noted. Thanks, Shelley.

Sarah

ISD Comments (if ISD returned to district for modifications)

Hi Sarah,

Can I suggest you develop an additional activity under your local plan? I would encourage you to have staff analyze the 23 students currently assigned to take MIAccess to review their characteristics and assess whether any "red flags" or alerts may warrant further consideration by the IEP team (e.g., eligibility, programming placement, Ed. environment, course of study, etc.) One important characteristic to review is whether students who took MiAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI).

Shelley



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

Member District: Crescent 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	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: **Laurus 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	0.6	0.4	0.2	-
Mathematics	0.6	0.4	0.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	2	0	0	No change



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

Member District: Life Skills Center of Pontiac

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	20	0	-
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: **Four Corners Montessori 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	0.4	+
Mathematics	0	0	0.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	1.3	+

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 staff	03/06/2020	On March 6 at our special education PD, we will continue our conversation around MI-ACCESS and the flow-chart to determine appropriateness of the assessment.	District Staff
Leaders and curriculum	03/27/2020	The Special education director will review the MI-ACCESS data with the curriculum team and school leaders.	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

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	248
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate	0%

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 staff	Training on March 6 to review the Mi-ACCESS flow-chart and determination of MI-ACCESS participants.	03/06/2020

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: Michigan Virtual Charter 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	1.5	1.6	2.4	+
Mathematics	1.5	1.6	2.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	0.9	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.

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special education teachers	08/20/2019	Special education compliance related to IEP development	District Staff
Special education teachers	09/16/2019	1:1 sessions with special education teachers, bi-monthly, to review IEP compliance, which included discussion of state assessment selection	District Staff
All staff	12/09/2019	Spotlight newsletter: The district's testing coordinator selected sections of the MDE's Spotlight newsletter related to state testing and how to use the tool to select the appropriate assessment. This is ongoing and sent out each time the Spotlight is released. The highlights are sent via email to all staff, including administrators and teachers.	District Staff
Parents	09/03/2019	Extensive discussions of state tests are provided at each student's IEP so parents are aware of how tests are selected for their children.	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

Since the 16-17 school year, Michigan Virtual Charter Academy has seen an increase in the number of students taking the Mi-access alternative assessment. This may be due to the number of students with significant impairments who have enrolled in the academy over the past three school years. In 16-17, there were 21 students who took the Mi-access assessment. In 17-18, there were 23 students who took the alternative assessment, and 34 students took the assessment during the 18-19 school year.

Parents have various reasons for selecting our virtual school for their students with significant disabilities. These include the ability to educate their children from home and participate alongside their children as they gain important academic and life skills.

Many of the children who attend our school with significant disabilities have physical or medical disabilities that impact their school day. For instance, students may have medical appointments or take medications that affect their ability to focus evenly on school all day. The virtual setting better adapts to the needs of students with needs such as these, so MVCA has been enrolling more students into our self-contained programs over the past three years.

As the IEP teams have met to develop programs for these students with significant disabilities, we have taken into consideration the curriculum, career paths, and course of study. The teams have used the MDE's interactive MI-access decision tool to determine which assessment would be best to determine growth for our students. The decision to select the Mi-access assessment is not taken lightly, but the growth in our program has caused our Mi-access numbers to grow.

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	1534
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	43
Projected Participation Rate	2.8%

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 teachers and administrators	Professional development in using the MDE's interactive tool for selecting the state assessment	06/19/2020
Special education teachers	Professional development in using the MDE's one-page document when selecting the state assessment for students with disabilities	05/22/2020
Parents of students with disabilities	Communication will be shared with parents by the special education director about the different state assessments and how selections are made for students	04/03/2020
Special education teachers, MET team, and compliance team	The special education team will analyze data of 2019 spring mi-access scores to determine if the students' tests were appropriately selected. For instance, if a student has received a score of "surpassed," the mi-access assessment and curriculum may not be the appropriate selection for the student. From this data, as a district, we can determine if we are selecting this assessment appropriately. We will also review the eligibility areas of the students based on the red flags noted by the MDE.	06/18/2020

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

District Comments

MVCA is diligent in choosing the correct assessment for each student in our school.

2/24/20 Thank you for the suggestion, Shelley. We actually have begun this process with a few students and this will formalize it. Added to pd plan.

ISD Comments (if ISD returned to district for modifications)

Hello,

May I suggest you develop an additional activity for your local plan? I would encourage your staff to conduct student level data analyses, by reviewing the characteristics of the 43 students currently assigned MIAccess, to assess whether there may be any "red flags" or alerts that would warrant further consideration by the IEP team (e.g., eligibility, placement programming, ed. environment, etc). One important characteristic to review is whether students who took MIAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI).

Shelley



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

Member District: **Faxon 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	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: FlexTech High School - Novi

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: Momentum 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	6.9	0	2	+
Mathematics	7	0	2	+
Science	N/A	N/A	N/A	N/A
Social Studies	16.9	0	0	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
Special Educators	08/21/2019	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process.	District Staff
General Education Faculty and Staff	08/28/2019	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process.	District Staff
Administration	08/21/2019	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process.	District Staff
Parents	09/13/2019	Understanding Alternative Assessment Process, the Assessment selection and why my child is or is not taking MI-Access.	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:

Momentum Academy School District is a fairly small school district that has only 230 students in grades K-6. During the 2017 the student population was just over 100 students and it was not a Center based Program. Therefore, the number of students taking an Alternative Assessment during the 2017 school year appears to be extremely high. Hence, that data should possibly be interpreted with caution. During the 2018 school year we did not have any students identified to take an Alternative Assessment. However, during the 2019 school year our district had two students who were identified via a comprehensive evaluation as having, or functioning as if they have mild, moderate, or severe cognitive impairment that limits their ability to generalize or transfer learning. This factor resulted in a higher than 1% participation rate.

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	109
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	1
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 Staff	Review training of alternate assessment participation guidelines to make assessment participation decisions. Review of MiAccess results from previous year to determine if student surpassed the standards and a change of assessment is needed.	08/19/2020
General Education Staff	Review training of alternate assessment participation guidelines to make assessment participation decisions. Review of MiAccess results from previous year to determine if student surpassed the standards and a change of assessment is needed.	08/19/2020
Administration	Review training of alternate assessment participation guidelines to make assessment participation decisions. Review of MiAccess results from previous year to determine if student surpassed the standards and a change of assessment is needed.	08/19/2020
Support Staff	Review training of alternate assessment participation guidelines to make assessment participation decisions. Review of MiAccess results from previous year to determine if student surpassed the standards and a change of assessment is needed.	08/19/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

Our District is working diligently to follow the alternate assessment participation guidelines to ensure that our IEP Teams follow the state guidelines to prevent the district from unnecessarily exceeding the 1% CAP. Additionally, our district reviews our data and we are having ongoing Professional Developments with our staff and parents to safeguard that instruction is targeted appropriately, that the IEP Team considers all of the inclusionary and exclusionary factors, are utilizing the online training on alternative assessments and that they are reviewing their copy of guidance documents that have been shared with them.

ISD Comments (if ISD returned to district for modifications)

Hi Katie,

The entries in the Local Plan section appear to be trainings that already occurred. These entries would go in the Professional Development section. The local plan section is what will be done moving forward. Perhaps you can consider addressing training for any potential new staff next year, or you might state that you plan to review results of previous MiAccess performance data to determine if students surpassed the standards for which they were assessed and may be in a need of changes to their instructional rigor (e.g., surpassing functional independence may indicate a need for greater exposure to instruction aligned to general content standards). These are some examples/suggestions to consider.

Shelley



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

Member District: Kingsbury Country Day 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: **Waterford Montessori 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	3.4	0.8	0.6	-
Mathematics	3.4	0.8	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	2.4	+

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 Service Providers	10/08/2018	Family Matter and Should My Student Take the Alternate Assessment Guidance	District Staff
Administration	10/08/2018	Family Matter and Should My Student Take the Alternate Assessment Guidance	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

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	187
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate	0%

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
Administration and Special Education Staff	Update on Should my Student take an Alternate Assessment and Family Matters	02/05/2020

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

All IEP Team meeting use the state guidelines for determining which state assessment a student will take. Parents/ guardians sign the guidance document after it is determined which test will be assigned.

Audience	Topics and Method of Training	Date
Special Education Teachers and Administrators	Training on student assessment selection including state guidelines for participation, alternate assessment, alternate content standards, and planning for specialize instruction	03/11/2020
Special Education Teachers	MDE Professional Development Opportunities: Assessment Selection Guidelines Training	03/04/2020
Special Education Teachers	Michigan's Alternate Content Standards for ELA, Math, Science and Social Studies	03/25/2020
Special Education Teachers and General Education Teachers	Michigan's Alternate Content Standards for ELA, Math, Science and Social Studies	04/14/2020
Special Education Teachers and Administrators	Conduct internal review of current identified alternately assessed students: including but not limited to student performance on state assessments (past & present), performance in current courses, and review student guidance on eligibility to determine that each student has been appropriately identified.	05/13/2020

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