

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).

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	85
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	85
Projected Participation Rate	100%

Local Plan

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

Audience	Topics and Method of Training	Date
Teachers, School Admin Related Service Staff	Given copies of guidance materials	08/28/2019
Teachers	Reviewed MDE Online Assessment module	08/28/2019
Teachers, Admin, Parents	All staff have access to decision making matrix at the IEP meetings. These documents are reviewed at each IEP and copies of the document are provided to parents upon request	09/01/2019

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: Saginaw Preparatory 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	1.8	0	0	No change
Mathematics	1.8	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.8	0	0	No change



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

Member District: Francis Reh PSA

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	1.9	0	0	No change
Mathematics	1.9	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	3.3	0	0	No change



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

Member District: North Saginaw 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	0.9	0.3	0.3	No change
Mathematics	0.9	0.3	0.3	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.9	0	0	No change



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

Member District: **Saginaw City School District**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	4.3	3.9	3.6	-
Mathematics	4.3	3.8	3.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	4.9	2.9	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 Director, Secondary Transition Coordinator, District Superintendent	06/12/2019	ISD Technical Assistance Specialist presented plan for support and training of special education staff. A section in the plan on assessment was part of the the TA Plan, which includes determining appropriate student assessments.	ISD Staff
SHS, and AHHS, SE Staff, Secondary Transition Coordinator	09/10/2019	Professional Learning Community Groups were provided with forms that need to be utilized at the beginning of the school year. Among those, the Decision Tree for determining if an alternate assessment is appropriate. There was also a discussion with teachers, reminding them to go through this process with the parents at each IEP.	District Staff
Special Education and Ancillary Staff	10/03/2019	Technical Assistance Plan presented at staff meeting. Plan includes determination if alternate assessment is warranted.	District Staff
CI Staff	11/05/2019	Decision Making flow chart for alternate assessment was given to all CI teachers.	District Staff
SE and Ancillary Staff and District Administrators	01/06/2020	Email to staff with Alternate State Assessment Flowchart	District Staff
TMS SE Staff	09/17/2019	Professional Learning Community Groups were provided with forms that need to be utilized at the beginning of the school year. Among those, the Decision Tree for determining if an alternate assessment is appropriate. There was also a discussion with teachers, reminding them to go through this process with the parents at each IEP.	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:

SPSD has a disproportionate number of CI students in self-contained classrooms. The students that are NOT working toward an MME diploma, and functioning as though they have a significant cognitive delay, are the students that take the alternate assessment.

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	2676
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	97
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
District Administrators	Alternate State Assessments, SE Director will present administrators with decision flowchart regarding alternate assessments and inform them of MDE online selection training module, and the online interactive IEP decision tool. at March Administrative Council Meeting	03/19/2020
SE Staff	Alternate State Assessments, SE Director will present administrators with decision flowchart regarding alternate assessments and inform them of MDE online selection training module, and the online interactive IEP decision tool. at March Administrative Council Meeting	11/03/2020

Resources and Technical Assistance

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

Yes No

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: **Carrollton 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	3.8	2.3	2.1	-
Mathematics	3.5	2.1	2.2	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.8	1.9	2.7	+

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	01/21/2019	Discussion about which students should take the Alternative Assessment; MDE flowchart; email communication	Other Special Education Supervisor
Special Education Teachers	02/08/2019	Review MDE flowchart and student data discussion; in person communication with affected teachers	Other Special Education Supervisor
Community Members	01/18/2019	Discussion about which students should take the Alternative Assessment, MDE flowchart, special education board report which is shared with the school board as well as community members and all staff	Other Special Education Supervisor

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:

District operates K-12 mild cognitively impaired program as well as K-12 emotionally impaired program. Since disability does not drive programming, some students in both of these programs are operating several years below their grade level.

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	898
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	15
Projected Participation Rate	1.7%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Training on assessment selection (including utilizing state determined assessment for 3rd graders unless they are functioning 3 grade levels below grade level). Training will include access to previous alternative assessment results to drive further decisions regarding assessment selection.	08/25/2020

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: **Saginaw Township 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.

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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	2.7	2.6	2.8	+
Mathematics	2.7	2.7	2.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.5	2	2.1	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	08/28/2019	Face to face training, given copy of guidance documents, MDE online interaction IEP decision tool	District Staff
Parents	11/12/2019	Face to face training at IEPs	District Staff
School Administration	10/08/2019	Given copy of guidance documents	District Staff
Related School Staff	08/28/2019	Face to face training, given copy of guidance documents, MDE online interaction IEP decision tool	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

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

Assessment Data Table	Number
Total Number of students tested overall	2445
Total Number of students tested with MI-Access	69
Students in center-based program from outside district	0
Adjusted Total	2445
Adjusted Participation Number	0
Adjusted Rate	0%

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	2575
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	49
Projected Participation Rate	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 Staff and Related Staff Members	Professional development will be provided to all special education teacher and ancillary staff on how to navigate and manage decisions on alternate assessments.	08/27/2020
Parents	Training and discussions held during specific IEPs to discuss the alternate assessments	10/15/2020
School Administration	Guidance on state assessments and MDE alternate assessment document will be shared with all school administrators	09/22/2020

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

None at this time



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

Member District: Chesaning Union Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	5.1	4.6	4.2	-
Mathematics	4.8	4.6	4.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	5.4	2.7	3.9	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special education teachers, building administrators, special education ancillary staff	11/23/2019	Link to flowchart provided with expectation to use this when making state testing decisions in monthly newsletter	Other SE Supervisor
K-8 special education teachers	12/19/2019	Staff meeting where state assessments and decision-making process were shared and discussed, questions were answered	Other SE Supervisor

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

The district is implementing decision-making processes and support from MDE. Students who had been on alternative standards and assessments for a period of several years continue with the standards and assessments as deemed appropriate. A few scheduled IEPT meetings will have discussions and possible changes to state assessment designations within the next month as part of the annual review of the IEPs.

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	737
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	27
Projected Participation Rate	3.7%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Review of state assessment guidance for decision making with numbers from our district's participation. This will take place through a newsletter (by February 28) and followed up with staff meetings in the spring.	02/28/2020

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 number of students participating in alternate state assessments has steadily decreased in recent years. Guidance from the state has been helpful in this process.



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

Member District: Birch Run Area Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.5	1.2	1.9	+
Mathematics	1.5	1.3	1.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.1	1.3	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 Teachers - BRHS	10/25/2019	Reviewed state assessments, accommodations, and the guidelines to alternate assessments at staff meeting	District Staff
Special Education Teachers - MGMS	10/29/2019	Reviewed state assessments, accommodations, and the guidelines to alternate assessments at staff meeting	District Staff
Special Education Teachers - NES	11/08/2019	Reviewed state assessments, accommodations, and the guidelines to alternate assessments at staff meeting	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:

The Birch Run Area Schools exceeded the 1% CAP due to the number of students that were determined to have, or function as if he/she has a significant cognitive impairment. These students were determined to receive instruction of the essential elements for ELA and/or Math and the extended grade level content expectations in Science and Social Studies. North Elementary has three 3rd graders take Mi-Access FI. Two students have a cognitive impairment and one is otherwise health impaired, but functions in the cognitively impaired range in reading and math. One 4th grader took Mi-Access. He is otherwise health impaired and functions within the cognitively impaired range in reading and math. Marshall Greene Middle School had 9 students take Mi-Access FI. One 5th grader with a cognitive impairment, Two 6th graders with Autism that function in the cognitively impaired range, one LD student who functions in the cognitively impaired range, Four 7th graders, three with cognitive impairments and one with Autism Spectrum Disorder that functions in the cognitively impaired range. Birch Run High School had six 11th graders take Mi-Access FI, all working towards a certificate of career pathways. 2 students with ASD, 1 EI, 2 LD and 1 CI .

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	925
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	18
Projected Participation Rate	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 Staff (teachers and ancillary staff)	Should my student take an alternate assessment - review online tutorial and provide document with flowchart - ongoing at staff meetings every 6 weeks	02/19/2020

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

The Birch Run Area Schools will continue to educate IEP teams to develop IEPs that determine the appropriate state assessment based on the state guidelines for participation in the alternative assessment.



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

Member District: **Bridgeport-Spaulding Community School District**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.9	3.6	3.1	-
Mathematics	3.8	3.6	3.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	5.7	3.7	3.1	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
High School Special Education Staff	10/02/2019	MDE Flowchart on Alternative Assessments	District Staff
Elem. & Middle Special Education Staff	10/09/2019	MDE Flowchart on Alternative Assessments	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

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	857
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	20
Projected Participation Rate	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
Special Education Caseload Providers	Review & Provide an updated copy of the MDE Flowchart/Decision Making Matrix	09/16/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

Although professional staff have been provided MDE guidance regarding rationale in selecting an alternative assessment for students with disabilities, many reasons come up that IEP team members use in justifying students taking the alternative assessment. These issues mainly revolve around student's mental health. Over the past year in Bridgeport-Spaulding Community School District, IEP team members have stated the following reasons on why students should take the alternative assessment, in addition to functioning as if the student has a significant cognitive impairment:

- Self Confidence - Many students that function in the CI range or low LD range have reduced self confidence because of failure on assessments and assignments. IEP team members feel that the standard assessment may cause significant damage to a student's self confidence.*
- Self Esteem - For the same reasons mentioned above, IEP teams cite this as another reason why the alternative assessment is appropriate. Discussions in IEP team meeting revolve around fear to further damage student's self esteem as a result of poor performance on the standard assessment.*
- Negative behavior during testing - IEP teams have indicated the alternative assessment is appropriate because some students with disabilities, who are multiple grade levels behind display negative behaviors before, during and after assessments. IEP team members indicate that these behaviors are a result of test anxiety and/frustration due to the the assessment being many grade levels beyond their tested abilities.*



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

Member District: Frankenmuth School District

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

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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	2.1	2.1	1.8	-
Mathematics	1.6	2.1	1.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	1.4	1.6	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	09/26/2019	Dave Compau met with the districts special education staff and provided a flowchart.	District Staff
District Administration	10/01/2019	Dave Compau met with district administration and we went of the flowchart.	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	611
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	11
Projected Participation Rate	1.8%

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
Special Education Staff	We will review the current students taking the MI-Access and review the guidelines when determining which State assessment is appropriate for each student.	03/05/2020

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



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

Member District: **Freeland Community School District**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.6	0.9	0.6	-
Mathematics	1.4	0.9	0.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.7	1.2	0.4	-



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

Member District: Hemlock Public School District

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.1	2.5	2.3	-
Mathematics	2.8	2.2	2.3	+
Science	N/A	N/A	N/A	N/A
Social Studies	3.7	2.1	2.1	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 Education Teachers	05/28/2019	I share the MDE Guidance documents at each IEP where MI Access is being discussed and the IEP team uses it to determine appropriate evaluations,	District Staff
Parents	05/28/2019	I share the MDE Guidance documents at each IEP where MI Access is being discussed and the IEP team uses it to determine appropriate evaluations.	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:

Hemlock operates a mild cognitive impairment program that provides services to cognitively impaired students from surrounding districts.

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	576
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	18
Projected Participation Rate	3.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special education teachers	Staff meeting to discuss the importance of determining each students assessment based on MDE guidelines and ensuring all students have access to rigorous curriculum	02/26/2020
District administration	Administration weekly meeting - reviewing current data and sharing MDE guidelines for determining appropriate assessments.	02/26/2020

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

Hemlock ensures all students with disabilities receive a rigorous but appropriate curriculum determined by each student's IEP team. At this time, we have a large group of 11th-grade students who are not on a diploma track and have been receiving an alternate curriculum based on their needs which is contributing to an increase in our percentage taking the alternate assessment.

ISD Comments (if ISD returned to district for modifications)

Please calculate the Collaborative CI program into your alternate assessment numbers as you operate a regional collaborative for students with CI.



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

Member District: **Merrill Community Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	0	0.6	+
Mathematics	0	0	0.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	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 Staff	02/12/2020	Alternate Assessment Sheet - MDE	District Staff
Special Education Staff/General Ed Staff	12/10/2019	Staff Meeting - Accommodations, Alternative assessments	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

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	82
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
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 Staff	Alternative Assessments Sheet - Should a student take an alternative assessment?	05/28/2020

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: **St. Charles Community Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.6	0.6	1.1	+
Mathematics	0.6	0.6	1.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0.9	2.1	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	02/17/2020	Review of the flow chart for deciding alternative assessments	District Staff
District Principals	02/17/2020	Review of the flow chart for deciding alternative assessments	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	420
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	7
Projected Participation Rate	1.7%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Review of selection of alternative assessment for state assessment	03/13/2020

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



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

Member District: Swan Valley School District

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.8	0.1	0.3	+
Mathematics	0.8	0.1	0.3	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	0.3	0.2	-



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

Member District: **Saginaw Learn to Earn 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	5.6	4.2	-
Mathematics	0	5.6	4.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	4.5	+

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
All Staff	08/27/2018	Assessments-Formative and Summative, powerpoint presentation to all staff	District Staff
SSD Coordinator	02/12/2019	2/12/19-2/14/19 The pre-conference included workshops dealing with a variety of assessment issues that required "hands-on" experience. The conference featured four plenary sessions focusing on early literacy development, Michigan's state assessment components, English language acquisition, and disciplinary literacy, plus 36 clinic sessions on a variety of assessment issues and topics.	Other Michigan Association of Superintendents and Administrators
Test Coordinator and SSD Coordinator	03/27/2019	The Testing Coordinator and SSD Coordinator participated in webinars on the testing process throughout the winter of 2018-2019, completed by 3/27/19	Other College Board
School Testing Staff	03/27/2019	On-site walk-through of the College Board site and review of testing procedures	District Staff
School Testing Staff	03/28/2019	On-site training and review of state testing processes, test identification, and accommodations for testing.	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	34
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 Teachers	Review of Assessment-Participation and Provisions Guide and the Interactive Decision-Making Tool, to be done in-person on-site with both special education teachers	02/28/2020
General Education Teachers	State Testing Process, On-site professional development via the school counselor	03/06/2020
Special Education Teachers	Powerpoint presentation on Mi-Access Essential Elements via Superintendent, on-site PD	11/15/2019

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: **International Academy of Saginaw**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.8	0.7	0.8	+
Mathematics	1.8	1.4	0.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	4.3	0	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
Administrators, general education teacher, and special education teachers	08/27/2019	Special Education In-person training	District Staff
Administrators, general education teachers, special education teachers	11/27/2019	M-Step Assessment and Data	Other Management Company 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	97
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
Administrators, general education teacher, and special education teachers	Alternate Assessment Selection	04/29/2020

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

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: Saginaw Covenant 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: **The Woodley Leadership Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	0	1.7	+
Mathematics	0	0	1.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	6.3	+

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 Teacher	01/17/2019	Shared Assessment Accountability Guide with Special Education Teacher and Director which includes link to MIACCESS where additional guidance and references can be found for determining appropriate assessment selection.	Other Special Education Coordinator
Special Education Coordinator	03/27/2019	Attended Special Education Symposium through CMU/GVSU on March 27, 2019. State and District Assessments: What's Required and Why Is It	Other Rebecca McIntyer (Kent ISD)
Special Education Teacher's and District Administrators	03/27/2019	Ongoing Resources to Special Education Staff; and Administrators, as well as, with parents in determining appropriate assessment. Including: Should My Student Take the Alternative Assessment? Online Resources available on MI ACCESS page; Updates as appropriate based on Monthly MDE Assessment Accountability News Letter Updates.	Other Special Education Coordinator

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:

It may be important to note the following::

Woodley Leadership Academy's first year of operation was SY 2018-19.

Spring 2019 is the only data considered in determining The Total Alternate Assessment Percentage Rate Change SY 2017 to 2019 for Woodley Leadership Academy.

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	85
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate	3.5%

Local Plan

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

Audience	Topics and Method of Training	Date
SE and GE Team members including but not limited to Special Education Teacher; General Education Teacher and Designee or Special Education Coordinator	Conduct a review of current student assessment participation provisions; utilize online assessment participation guide and other relevant data to ensure current assessment participation provisions follow compliance guidelines.	03/31/2020
Parents	Ensure Parents/Guardian's receiving special education services are informed of their students current assessment participation provisions and have received parent resources relevant resources related to guidelines for assessment participation; and alternate assessment participation guidelines any related implications.	04/17/2020
All Staff (GE and SE Teachers)	Provide PD or Online training option to SE teachers and Administrators and additional staff as determined appropriate	04/30/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

The member district is in the second year of operation, and has experienced a relatively high percentage of turn over school wide/as it relates to students and more specifically those receiving special education services.

The member district has followed measures to ensure that state guidelines are being followed when determining alternate participation assessment needs and in reviewing implications of alternate assessment participation with those caseload students who were initially determined eligible as well as those who continued from 2018-19 through present 2019-20.

Two of Three students currently participating in the alternate assessment were transfer students new to Woodley 2019-20. The member district will likely benefit from establishing additional measures to ensure transfer students and parents are informed of assessment participation guidelines, are aware of implications of alternate assessment participation as it relates to graduation requirements and in order to determine appropriate programming, related service and instructional needs.