

## Justification Forms Summary Report Directions

This document provides an index of Justification Forms separated by ISD and the ISD's Member Districts. The index acts as a Table of Contents so you can easily navigate this PDF. To enable this feature, go to the "View" tab in your PDF viewer application menu bar and look for the option to show or enable the Bookmarks Panel. Once enabled, the Bookmarks panel should appear on the left side of the screen in the navigation pane. Some applications may require you to press the "Bookmarks" icon in the navigation panel to open the Bookmarks panel. Once the Bookmarks panel is open, click a district name to advance you to that district's justification form within the document. For additional assistance, contact the Catamaran Help Desk at [help@catamaran.partners](mailto:help@catamaran.partners) or 877-474-9023 (Toll Free).



# Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2019-2020

## **ISD Name: Wexford-Missaukee ISD**

All intermediate school districts must complete this summary form regarding the percentage of students assessed using Michigan's alternate assessment (MI-Access). This includes justification forms from member districts/public school academies (PSA) that assessed more than 1% of students in the spring of 2019 using MI-Access.

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

## **Data**

<b>Data</b>	<b>Total</b>
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)	9
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 2019 using MI-Access (in grades 3-8 and 11)	5

## Technical Assistance and Professional Development

**Tier I:** Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2019 test year data and justification form review. Include any professional development and targeted assistance the ISD offered to all member districts, provided by MDE and/or the ISD and MDE together.

Date Occurred	Summary of Technical Assistance and/or Professional Development
12/20/2018	ISD provided guided discussion with each local district's Special Education Contact at the SE Contact Meeting. A packet of information was handed out.
02/21/2019	ISD Director discussed the 1% cap for alternate assessments at the Special Education Contacts Meeting, which included ISD supervisors and local district Special Education representatives.
03/21/2019	Alternate assessment guidance was examined at the Special Education Contacts Meeting which included ISD supervisors and local district Special Education representatives.
05/16/2019	ISD Director discussed the 1% cap for alternate assessments at the Special Education Contacts Meeting, which included ISD supervisors and local district Special Education representatives. MDE's 1% flow chart was handed out.
08/21/2019	ISD Center Based Teachers were trained on the 1% Cap for alternate assessments.
01/29/2020	ISD Center Based Teachers Reviewed student assessments using the flow chart from MDE to determine the correct assessments students should take.
02/20/2020	Catamaran 1% Cap Justification forms were discussed with each local district's Special Education contact.

**Tier II/III:** Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2019 test year data and justification form review. Include professional development and technical assistance the ISD provided for each specific member district that was flagged for disproportionality regarding assessment participation. Include technical assistance or professional development provided by MDE and/or the ISD and MDE together.

Member District	Date Occurred	Summary of Technical Assistance and/or Professional Development
Cadillac Area Public Schools	02/20/2020	Catamaran 1% Cap Justification forms, data, and 1% flow chart were discussed with each local district's Special Education contact. No WMISD districts were flagged for disproportionality in this area.
Highpoint Virtual Academy of Michigan	02/20/2020	Catamaran 1% Cap Justification forms, data and 1% flow chart were discussed with each local district's Special Education contact. No WMISD districts were flagged for disproportionality in this area.
Lake City Area School District	02/20/2020	Catamaran 1% Cap Justification forms, data, and 1% flow chart were discussed with each local district's Special Education contact. No WMISD districts were flagged for disproportionality in this area.
Manton Consolidated Schools	02/20/2020	Catamaran 1% Cap Justification forms, data, and 1% flow chart were discussed with each local district's Special Education contact. No WMISD districts were flagged for disproportionality in this area.
Marion Public Schools	02/20/2020	Catamaran 1% Cap Justification forms, data, and 1% flow chart were discussed with each local district's Special Education contact. No WMISD districts were flagged for disproportionality in this area.
McBain Rural Agricultural Schools	02/20/2020	Catamaran 1% Cap Justification forms, data, and 1% flow chart were discussed with each local district's Special Education contact. No WMISD districts were flagged for disproportionality in this area.
Mesick Consolidated Schools	02/20/2020	Catamaran 1% Cap Justification forms, data, and 1% flow chart were discussed with each local district's Special Education contact. No WMISD districts were flagged for disproportionality in this area.
Pine River Area Schools	02/20/2020	Catamaran 1% Cap Justification forms, data, and 1% flow chart were discussed with each local district's Special Education contact. No WMISD districts were flagged for disproportionality in this area.

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

*Examples of plans for districts who are consistently under the 1% CAP would be helpful to learn from, especially those in rural districts.*

## **Assurances**

### **Please provide the following assurances.**

The ISD has provided or will provide targeted assistance to member districts/PSAs that have been flagged for disproportionality for participation in the alternate assessment as outlined on the previous page.

Yes    No

Targeted assistance and professional development include an emphasis on member districts/PSAs using the state assessment selection guidance documents and online trainings.

Yes    No

Assessment selection is an IEP team decision and will not be overridden by administrative or procedural decisions.

Yes    No



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

## Member District: **Wexford-Missaukee ISD**

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	59.4	58.6	80.6	+
<b>Mathematics</b>	59.4	60.7	79.3	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	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
ISD Special Education Teachers	08/21/2019	Reviewed guidance documents from MDE regarding 1% cap and appropriate assessments.	ISD Staff
ISD Special Education Teachers	01/29/2020	Reviewed student assessments using the flow chart from MDE to determine the correct assessments they should take.	ISD Staff

## Contributing Factors

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

Yes  No

Select the option that applies:

Fewer than 8 students took MI-Access.  8 or more students took MI-Access.

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

Yes  No

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

Assessment Data Table	Number
Total Number of students tested overall	31
Total Number of students tested with MI-Access	25
Students in center-based program from outside district	0
<b>Adjusted Total</b>	31
<b>Adjusted Participation Number</b>	25
<b>Adjusted Rate</b>	80.6%

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	37
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	29
<b>Projected Participation Rate</b>	78.4%

## 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 Contacts	Review the 1% flow chart at the meeting.	02/20/2020

## 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: Lake City Area 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:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	1.1	0.8	0.2	-
<b>Mathematics</b>	1.1	0.8	0.2	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.4	0	0	No change



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

## **Member District: McBain Rural Agricultural 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:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	0.5	0.4	0.9	+
<b>Mathematics</b>	0.4	0.4	0.9	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	0.5	0	-



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

## Member District: Marion Public Schools

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.5	2.1	2.3	+
Mathematics	2.3	1.7	1.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	2.1	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 teachers	11/11/2019	met with special education teachers and distributed guidance documents to determine selection of appropriate testing	ISD Staff
special education teachers	01/06/2020	reviewed the students who qualified for alternate testing using the flow chart	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	234
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
<b>Projected Participation Rate</b>	1.3%

## Local Plan

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

Audience	Topics and Method of Training	Date
special education teachers	review the guidance documents	03/02/2020

## 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 small school district with 20% special education population make the disproportionality unavoidable.*



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

## **Member District: Pine River 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:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	1.2	1.1	0.9	-
<b>Mathematics</b>	0.5	1.1	0.9	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.4	0.4	0.9	+



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

## Member District: Cadillac Area Public Schools

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.4	2.4	2.1	-
Mathematics	2.1	2.1	2.1	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.6	2.1	2.5	+

### 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
Cadillac Schools Administration and SE teachers	02/06/2019	Reviewed the procedures using all resources from the WMISD including the flowchart and the 2 online resources <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a> and <a href="https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html">https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html</a> ,	District Staff
Cadillac SE teachers	04/10/2019	At the K12 SE PLC we did mock IEP's following the flowchart and online links. We also worked through and problem solved some of the students that staff had questions.	District Staff
Cadillac SE teachers and administration	08/29/2019	CAPS admin, SE staff and new SE staff were presented with all the resources necessary to make assessment decisions at IEPs with parents being part of that process. See above for the resources.	District Staff
Cadillac SE teachers	12/04/2019	At the K12 SE PLC we did mock IEP's following the flowchart and online links. We also worked through and problem solved some of the students that staff had questions.	District Staff
Parents	09/11/2019	Parents are informed and included in the process regularly/yearly or more at every IEP throughout the district following the rubrics and flowcharts provided by the MDE.	District Staff

## Contributing Factors

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

Yes  No

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

Yes  No

Is there other justification to provide?

Yes  No

Please describe other justification:

*The Wexford-Missaukee ISD doesn't provide any MICI services for the local schools. Cadillac Area Public Schools, being the largest district in the WMISD, is the only school district within the WMISD that offers MICI programming K-12. Due to this our school of choice numbers are greater for the MICI program and all of our SE programs which increases the number of students that take the MI-Access alternate assessment. Not all students enrolled in our MICI programs take the MI-Access, but many of them due per their IEP by following the MDE flowcharts, online tools and trainings with staff and parents.*

## 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	1661
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	41
<b>Projected Participation Rate</b>	2.5%

## 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
Special Education Teachers	Training, at least 3 times per year, will include assessment selection, alternate assessment and alternate content standards. This will take place during PLC time provided by the district.	04/08/2020
Administrators	Training, at least 3 times per year, will include assessment selection, alternate assessment and alternate content standards. This will take place during PLC time or administrative meetings provided by the district.	09/02/2020
Parents	Reviewed annually at the student's IEP utilizing all of MDE's resources.	09/02/2020

## 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 Wexford-Missaukee ISD doesn't provide any MICI services for the local schools. Cadillac Area Public Schools, being the largest district in the WMISD, is the only school district within the WMISD that offers MICI programming K-12. Due to this our school of choice numbers are greater for the MICI program and all of our SE programs which increases the number of students that take the MI-Access alternate assessment. Not all students enrolled in our MICI programs take the MI-Access, but many of them due per their IEP by following the MDE flowcharts, online tools and trainings with staff and parents. We will continue to provide training at least 3 times per year for staff and annually for parents at the IEP.*



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

## **Member District: Manton Consolidated Schools**

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

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

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

### **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	3.1	1.4	0.6	-
<b>Mathematics</b>	2.4	1.6	0.6	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.4	1	0.5	-



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

## Member District: Mesick Consolidated Schools

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.2	2.2	3.8	+
Mathematics	1.5	2.2	3.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	1.6	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	04/15/2019	In person review of state assessment flowchart w staff. Reviewed student eligibility and appropriateness of assessments for students on caseloads.	District Staff
Special Education Teachers	12/12/2019	Reviewed state assessment flowchart w staff via email and in person meeting. Reminders to decision process at relevant IEPs.	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:

*Mesick Schools had a higher than average rate of students with cognitive impairments. Those students who were tested with the MiAccess formats are students that are cognitively impaired or function as such. At the IEP meetings the IEP team went through the flow charts to ensure the correct format of state testing was selected.*

## 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	318
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
<b>Projected Participation Rate</b>	1.9%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Review of state assessment flowchart, reminders of educating parents about appropriate testing options.	02/21/2020

## 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

*Special education staff use the assessment flowchart to help IEP teams select the most appropriate state assessment for each student.*



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

## Member District: Highpoint Virtual Academy of Michigan

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.3	1	1.9	+
Mathematics	1.3	1.2	1.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	1.2	0.6	-

### Professional Development Provided

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

- Yes
- No

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



<b>Audience</b>	<b>Date Occurred</b>	<b>Topics and Method of Training</b>	<b>Delivered by</b>
Special Education Team	01/23/2019	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	01/30/2020	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test. Answered questions concerning the flow chart	District Staff
Special Education Team	02/28/2019	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	03/14/2019	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	04/25/2019	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	06/13/2019	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	09/26/2019	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	10/24/2019	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	11/28/2019	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	01/30/2020	Reviewed the state document concerning \ Flow Chart of who should and who should not take an alternative test.	District Staff
Special Education Team	02/27/2020	We will review the state document concerning \ Flow Chart of who should and who should not take an alternative test. Appears the training has been a success, as of today's date, we have 0.8% taking FI Mi-Access. We do have move new enrollees every two weeks. This could change, as many of our Mi-Access students we have inherited from other districts around the state.	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:

*Most, if not all, of our students who had Mi-Access on their IEP, our school inherited from other districts around the state. Many of our students are former Wayne and Genesee ISD students. They are now part of Wexford-Missaukee ISD due to their cyber status with our school.*

*As noted on each individual student's IEP the team reviews if the student has, "severe or profound cognitive impairments that preclude their ability to (or our skills to ascertain their abilities to) generalize learning." Their program of study, vis a vis state standards are modified to the extent an alternative assessment is deemed appropriate by the IEP team.*

*Most of our students who have administered the Mi-Access, are administer the FI version. We had one student in the past who, due to his cognitive, motor, limited physical ability to move, speak, or see was adminiistered Mi-Access Participation. This student is no longer enrolled with our school. Our projections are only 6 students will be administered Mi-Access FI this Spring. This is below the 1% cap for our school.*

## 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	691
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
<b>Projected Participation Rate</b>	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 Team	Continued training February-June 2020 and September-December 2020	02/19/2020
Special Education Team	Team will review the guidance given from MDE OSE, <a href="https://www.michigan.gov/documents/MIA_FI_2_144817_7.1_Final_Assessment_Plan_092905.pdf">https://www.michigan.gov/documents/MIA_FI_2_144817_7.1_Final_Assessment_Plan_092905.pdf</a>	02/27/2020

## 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

*The Special Education team meets three times per month. The District Special Programs Manager meets with the Special Education Supervisors and Director one time per month, where we receive updates and notices.*

*There are times when we receive notices during the month as well.*

*These are passed on to our Special Education staff when applicable.*