



# Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2021-2022

## ISD Name: Marquette-Alger RESA

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 2021 using MI-Access.

## Data

Below are the 1% Participation Rates for Marquette-Alger RESA:

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 4158         | 52               | 1.3                            |
| Mathematics           | 4140         | 51               | 1.2                            |
| Science               | 1743         | 30               | 1.7                            |
| Social Studies        | 1718         | 13               | 0.8                            |

| Data  | Total |
|---|-------|
| Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)  | 14    |
| 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 2021 using MI-Access (in grades 3-8 and 11) | 8     |

## 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 2021 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   |
|---------------|---|
| 02/01/2022    | Shared resources regarding selecting the appropriate assessment for students with disabilities, including the MDE decision making flow-chart and the MDE interactive decision-making guide. Parent resources were also shared with the district to help them have the conversations about the purpose and necessity of the testing. |
| 01/04/2022    | Shared data on previous assessment participation with the coordinators, so they could compare current and past rates of participation to determine potential trends in the data.  |

**Tier II/III:** Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2021 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  |
|-------------------------|---------------|--|
| Munising Public Schools | 01/20/2022    | We did not have any districts reported for disproportionate test use, but Munising was provided training on the decision-making process for which assessment is appropriate for students. The training went through a variety of resources available from MDE, as well as a detailed walk-through of the interactive tool. Explanation of the 1% CAP and specific scenarios were also discussed. |

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

*We did not have any districts flagged for disproportionate test use, but we would still appreciate additional resource documents for providing information regarding disproportionate test use for districts. For example, how is this determined, what indicators does MDE look for, etc.*

## 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 2021-2022

## Member District: Marquette-Alger RESA

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 state.

## Data

Below are the 1% Participation Rates for Marquette-Alger RESA:

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 3            | 0                | 0                              |
| Mathematics           | 3            | 0                | 0                              |
| Science               | 1            | 0                | 0                              |
| Social Studies        | 1            | 0                | 0                              |

## Gwinn Area Community Schools (52040)

### Instructions

This page uses data entered by Gwinn Area Community Schools (52040) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

### Data

Below are the 1% Participation Rates for Gwinn Area Community Schools (52040):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 491          | 9                | 1.8                            |
| Mathematics           | 492          | 9                | 1.8                            |
| Science               | 188          | 4                | 2.1                            |
| Social Studies        | 187          | 3                | 1.6                            |

### Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience               | Date Occurred | Topics and Method of Training  | Delivered by   |
|------------------------|---------------|--|----------------|
| Resource Room Teachers | 8/27/2020     | Monthly Special Education Staff Meetings starting on the the third Wednesday of September and then every month for the rest of the year. | District Staff |
| Resource Room Teachers | 8/31/2020     | All IEPs are monitored for entire year for compliance.   | District Staff |

### Contributing Factors

| Question   | Yes                              | No                               |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/>            |
| Fewer than 8 students took MI-Access.  | <input type="radio"/>            | <input checked="" type="radio"/> |
| 8 or more students took MI-Access.   | <input checked="" type="radio"/> | <input type="radio"/>            |

| Question   | 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)? | <input type="radio"/> | <input checked="" type="radio"/> |

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

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

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Please describe other justification:

We have a much higher than average number of students who move into our district with IEPs from other places in Michigan and states across the country. Often the IEPs these students come to us with are students with cognitive impairments and these students require the MI Access. Our numbers in general justify the percentages that show up for this alternative test.

Our professional development has decreased our numbers of the studetns taking the alternate assessment from 3.4% in 2019 to 1.8% in 2021.

### 2022 Projected Participation Rate

| Projected Participation Rate 2021                | Number |
|--|--------|
| District's Projected Participation Rate for 2021 | 1.6%   |

(per the response on the 2020 alternate assessment projected participation form)

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022   | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11  | 563    |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 9      |
| Projected Participation Rate for 2022   | 1.6%   |

## Local Plan

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

| Audience                    | Topics and Method of Training  | Date      |
|-----------------------------|--|-----------|
| Special Education Providers | Special Education Staff Meetings, Continuous monitoring of process with staff, training on Decsion Making Tree from MDE. | 1/19/2022 |

## Disproportionality

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

## Resources and Technical Assistance

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

## Assurances

Please provide the following assurances.

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment.              | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment.                         | <input checked="" type="radio"/> | <input type="radio"/> |

### District Comments

The three items listed above in these questions are addressed throughout the year. At a minimum they are discussed on a monthly basis at special education staff meetings. Every IEP is looked through before it gets finalized and any questions with regard to these alternative tests are addressed as they come up.

## ISD Comments

(required if ISD is returning to district for modifications)

Please update professional development and resubmit.

## Ishpeming Public School District No. 1 (52180)

### Instructions

This page uses data entered by Ishpeming Public School District No. 1 (52180) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

### Data

Below are the 1% Participation Rates for Ishpeming Public School District No. 1 (52180):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 276          | 7                | 2.5                            |
| Mathematics           | 275          | 7                | 2.5                            |
| Science               | 104          | 2                | 1.9                            |
| Social Studies        | 105          | 1                | 1                              |

### Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience                                    | Date Occurred | Topics and Method of Training   | Delivered by   |
|---|---------------|---|----------------|
| Special Education Teachers all grade levels | 8/25/2021     | The Alternate Assessment tool was reviewed and discussed with special education teachers at the elementary, middle, and high school levels. | ISD Staff      |
| Special Education Teachers all grade levels | 8/25/2021     | Special education teachers annually review with the parents the Alternate State Assessment tool at their child's IEP                        | District Staff |

### Contributing Factors

| Question   | Yes                              | No                               |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/>            |
| Fewer than 8 students took MI-Access.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 8 or more students took MI-Access.   | <input type="radio"/>            | <input checked="" type="radio"/> |

| Question   | 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)? | <input checked="" type="radio"/> | <input type="radio"/> |

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

| Assessment Data Table                                  | Number |
|--|--------|
| Total Number of students tested overall                | 276    |
| Total Number of students tested with MI-Access         | 7      |
| Students in center-based program from outside district | 1      |
| Adjusted Total   | 275    |
| Adjusted Participation Number                          | 6      |
| Adjusted Rate  | 2.2%   |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Our district's percentage rate for students taking the Alternate Assessment is -1.9% less than the previous years due to students attending online schooling and not participating in the Alternate Assessments.

Please describe other justification:

Our district serves a small number of students, and the students who take the MI-Access assessments have significant cognitive impairments. These students spend more than 50% of their time in the special education resource room to work on social and daily living skills.

### 2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|-----------------------------------|--------|
|-----------------------------------|--------|

| Projected Participation Rate 2021  | Number |
|--|--------|
| District's Projected Participation Rate for 2021<br>(per the response on the 2020 alternate assessment projected participation form) | 2.4%   |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022   | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11  | 327    |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 7      |
| Projected Participation Rate for 2022   | 2.1%   |

## 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.

| Audience                   | Topics and Method of Training   | Date      |
|----------------------------|---|-----------|
| Special Education Teachers | All special education teachers meet with the ISD representative and the local district's special education coordinator to review the alternate assessment tool prior to the school year starting. | 8/25/2021 |
| IEP Team members           | The Alternate Assessment tool is reviewed yearly at each student's IEP meeting annually.  | 8/25/2021 |

## Disproportionality

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

## Resources and Technical Assistance

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

## Assurances

Please provide the following assurances.

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment.              | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment.                         | <input checked="" type="radio"/> | <input type="radio"/> |

## District Comments

|  |
|--|
| At the start of every school year, Special Education teachers receive professional development on the alternate state assessment tool. We are also a district that qualifies for free and reduced breakfast and lunches with at least 50% of the student population. |
|--|

## ISD Comments

(required if ISD is returning to district for modifications)

Please update justification information.



## Marquette Area Public Schools (52170)

### Instructions

This page uses data entered by Marquette Area Public Schools (52170) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

### Data

Below are the 1% Participation Rates for Marquette Area Public Schools (52170):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 1453         | 17               | 1.2                            |
| Mathematics           | 1433         | 17               | 1.2                            |
| Science               | 619          | 11               | 1.8                            |
| Social Studies        | 609          | 6                | 1                              |

### Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience                                   | Date Occurred | Topics and Method of Training  | Delivered by   |
|--|---------------|--|----------------|
| Special education teachers / case managers | 12/18/2020    | Mrs. Barnes, the former Special Ed Supervisor, held an informational session for the special education teachers / case managers. She provided the teachers with MDE's document titled, "IEP Team: Factors to consider in determining if a student 'functions as if' he or she has a significant cognitive impairment". The document was provided to the case managers, as a tool to help IEP teams determine appropriate state assessments for their students. | District Staff |
| Special education teachers / case managers | 1/22/2021     | Mrs. Barnes, the former Special Ed Supervisor, held a follow-up informational session for the special education teachers / case managers. She provided the teachers with MDE's flowchart titled, "Should My Student Take the Alternate Assessment?" This flowchart, along with the previous document provided by Mrs. Barnes, was intended to help IEP teams determine appropriate state assessments for their students.                                       | District Staff |

### Contributing Factors

| Question   | Yes                              | No                               |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/>            | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access.  | <input type="radio"/>            | <input checked="" type="radio"/> |
| 8 or more students took MI-Access.   | <input checked="" type="radio"/> | <input type="radio"/>            |

| Question   | 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)? | <input type="radio"/> | <input checked="" type="radio"/> |

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

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

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

N / A

Please describe other justification:

Our district offers three programs for moderate cognitive impairments. One program at the elementary level, one at the middle school level, and another at the high school level. In those classes, students are eligible for special education services as either a student with autism, a student with a cognitive impairment, or a student with severe multiple impairments. Also, because Marquette Area Public Schools is the largest school district in our RESA, we are often the district of choice for students with moderate to severe cognitive impairments.

### 2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|-----------------------------------|--------|
|-----------------------------------|--------|

| Projected Participation Rate 2021  | Number |
|--|--------|
| District's Projected Participation Rate for 2021<br>(per the response on the 2020 alternate assessment projected participation form) | 0.9%   |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022   | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11  | 1653   |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 13     |
| Projected Participation Rate for 2022   | 0.8%   |

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.

| Audience                                       | Topics and Method of Training  | Date      |
|--|--|-----------|
| Secondary special ed teachers / case managers  | I will hold a staff meeting to address and review the assessment selection process and alternate assessments utilizing MDE's 2021-2022 Guide to State Assessments and MDE's November 7, 2019 Should My Student Take the Alternate Assessment? documents. | 1/20/2022 |
| Elementary special ed teachers / case managers | I will hold a staff meeting to address and review the assessment selection process and alternate assessments utilizing MDE's 2021-2022 Guide to State Assessments and MDE's November 7, 2019 Should My Student Take the Alternate Assessment? documents. | 1/21/2022 |

Disproportionality

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment.              | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment.                         | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

N / A

ISD Comments  
(required if ISD is returning to district for modifications)

## Negaunee Public Schools (52090)

### Instructions

This page uses data entered by Negaunee Public Schools (52090) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

### Data

Below are the 1% Participation Rates for Negaunee Public Schools (52090):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 752          | 7                | 0.9                            |
| Mathematics           | 753          | 6                | 0.8                            |
| Science               | 316          | 6                | 1.9                            |
| Social Studies        | 311          | 1                | 0.3                            |

### Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience                    | Date Occurred | Topics and Method of Training  | Delivered by   |
|-----------------------------|---------------|--|----------------|
| NPS Special Education Staff | 11/20/2019    | Review of Decision Making Tree and Sign-In sheet for IEP.                  | District Staff |
| NPS Special Education Staff | 1/20/2022     | Review of Decision Making Tree and Sign-In sheet for IEP. Caseload review. | District Staff |

### Contributing Factors

| Question   | Yes                              | No                               |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/>            |
| Fewer than 8 students took MI-Access.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 8 or more students took MI-Access.   | <input type="radio"/>            | <input checked="" type="radio"/> |

| Question   | 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)? | <input checked="" type="radio"/> | <input type="radio"/> |

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

| Assessment Data Table                                  | Number |
|--|--------|
| Total Number of students tested overall                | 316    |
| Total Number of students tested with MI-Access         | 6      |
| Students in center-based program from outside district | 2      |
| Adjusted Total   | 314    |
| Adjusted Participation Number                          | 4      |
| Adjusted Rate  | 1.3%   |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

NA

Please describe other justification:

No additional justification.

### 2022 Projected Participation Rate

| Projected Participation Rate 2021  | Number |
|--|--------|
| District's Projected Participation Rate for 2021<br>(per the response on the 2020 alternate assessment projected participation form) | 0.6%   |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022                                | Number |
|--|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 034    |

|   |      |
|---|------|
| Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11  | 841  |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 2    |
| Projected Participation Rate for 2022   | 0.2% |

## Local Plan

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

| Audience                                    | Topics and Method of Training  | Date      |
|---|--|-----------|
| NPS Special Education Teachers/Casemanagers | What is the alternative assessment? Which grade levels are impacted? How to use the decision making flow chart from MDE & how to document were also addressed. | 1/20/2022 |

## Disproportionality

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

## Resources and Technical Assistance

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

## Assurances

Please provide the following assurances.

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment.              | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment.                         | <input checked="" type="radio"/> | <input type="radio"/> |

## District Comments

With both elementary and high school cooperative classrooms, servicing low-incidence/high-needs students, this percentage will be elevated. We also anticipate an ebb and flow depending on the grade the students are currently enrolled. Even when subtracting the out-of-district, our Science percentage falls only to 1.3% from 1.9%. This is due to the fact that Negaunee Public Schools is the largest district in the cooperative and has the largest number of students enrolled in the program.

## ISD Comments

(required if ISD is returning to district for modifications)

## North Star Montessori Academy (52901)

### Instructions

This page uses data entered by North Star Montessori Academy (52901) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

### Data

Below are the 1% Participation Rates for North Star Montessori Academy (52901):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 86           | 1                | 1.2                            |
| Mathematics           | 86           | 1                | 1.2                            |
| Science               | 29           | 0                | 0                              |
| Social Studies        | 30           | 1                | 3.3                            |

### Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience                   | Date Occurred | Topics and Method of Training                          | Delivered by   |
|----------------------------|---------------|--|----------------|
| Special Education Teachers | 3/17/2021     | State assessment participation information and updates | District Staff |
| General Education Teachers | 3/17/2021     | State assessment participation information and updates | District Staff |

### Contributing Factors

| Question   | Yes                              | No                               |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/>            |
| Fewer than 8 students took MI-Access.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 8 or more students took MI-Access.   | <input type="radio"/>            | <input checked="" type="radio"/> |

| Question   | 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)? | <input type="radio"/> | <input checked="" type="radio"/> |

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

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

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Due to the large number of virtual students that we had coupled with the relaxed requirements for virtual learners to take the state assessments, most of our virtual students opted not to return to school to take the state assessments.

Please describe other justification:

We only tested 86 students in ELA and Math, 29 students in Science, and 30 students in Social Studies last year. Out of those students, only one student took an alternative assessment. Due to such low numbers of tested students, one student participating in the alternative assessments allows for our district to exceed the 1% cap.

### 2022 Projected Participation Rate

| Projected Participation Rate 2021  | Number |
|--|--------|
| District's Projected Participation Rate for 2021<br>(per the response on the 2020 alternate assessment projected participation form) | 1.7%   |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.



## NICE Community School District (52015)

### Instructions

This page uses data entered by NICE Community School District (52015) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

### Data

Below are the 1% Participation Rates for NICE Community School District (52015):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 552          | 6                | 1.1                            |
| Mathematics           | 553          | 6                | 1.1                            |
| Science               | 250          | 5                | 2                              |
| Social Studies        | 241          | 0                | 0                              |

### Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience                    | Date Occurred | Topics and Method of Training  | Delivered by   |
|-----------------------------|---------------|--|----------------|
| Special Education Teachers  | 8/31/2021     | At this meeting we reviewed our procedures for using the following MDE guidance resources at each IEP that an alternative assessment is being considered: "Should My Student Take the Alternative Assessment?" "Factors to consider in determining if a student "functions as if" he or she has a significant cognitive impairment" "Decision Making Tree for Alternate Assessment" and "Table K-1 Levels of Independence and Other Information Relevant to Making Statewide/ Assessment Decisions." | District Staff |
| Ancillary Service Providers | 8/31/2021     | At this meeting we reviewed our procedures for using the following MDE guidance resources at each IEP that an alternative assessment is being considered: "Should My Student Take the Alternative Assessment?" "Factors to consider in determining if a student "functions as if" he or she has a significant cognitive impairment" "Decision Making Tree for Alternate Assessment" and "Table K-1 Levels of Independence and Other Information Relevant to Making Statewide/ Assessment Decisions." | District Staff |

### Contributing Factors

| Question   | Yes                              | No                               |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/>            | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 8 or more students took MI-Access.   | <input type="radio"/>            | <input checked="" type="radio"/> |

| Question   | 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)? | <input checked="" type="radio"/> | <input type="radio"/> |

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

| Assessment Data Table                                  | Number |
|--|--------|
| Total Number of students tested overall                | 553    |
| Total Number of students tested with MI-Access         | 6      |
| Students in center-based program from outside district | 1      |
| Adjusted Total   | 552    |
| Adjusted Participation Number                          | 5      |
| Adjusted Rate  | 0.9%   |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

NICE Community School district assessed 553 students. NICE Community schools also runs a regional collaborative program for students with severe cognitive impairments.

Please describe other justification:

### 2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|-----------------------------------|--------|
|-----------------------------------|--------|







Superior Central School District (02080)

Instructions

This page uses data entered by Superior Central School District (02080) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Superior Central School District (02080):

| Content Area          | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 156          | 3                | 1.9                            |
| Mathematics           | 155          | 3                | 1.9                            |
| Science               | 63           | 0                | 0                              |
| Social Studies        | 64           | 1                | 1.6                            |

Professional Development Provided

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience   | Date Occurred | Topics and Method of Training   | Delivered by   |
|--|---------------|---|----------------|
| Special Education Teachers, General Education teachers, Special Education coordinator, administrator | 4/19/2021     | Testing protocols were reviewed. Discussion of the alternate assessment was held in regard to the students taking the MI-Access test. | District Staff |
| Special education Teachers with Special Ed Coordinator   | 1/23/2020     | Worked through the flowchart, created by MARESA, for each student who is assigned the alternate assessment in his/her IEP.            | District Staff |

Contributing Factors

| Question   | Yes                              | No                               |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/>            |
| Fewer than 8 students took MI-Access.  | <input checked="" type="radio"/> | <input type="radio"/>            |
| 8 or more students took MI-Access.   | <input type="radio"/>            | <input checked="" type="radio"/> |

| Question   | 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)? | <input type="radio"/> | <input checked="" type="radio"/> |

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

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

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Please describe other justification:

Superior Central has an elementary Cognitively Impaired classroom that services 3 students full-time. These students are unable to keep up with their peers in the general education classroom. In the past, 1:1 aides were utilized in the gen ed space, but the gap has grown too wide to make it beneficial for these students. They do participate in specials classes with their peers.

In addition, a fourth CI student in 6th grade does not participate in gen ed Reading or Math due to his disability. He receives instruction at his level.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|-----------------------------------|--------|
|-----------------------------------|--------|

|  |      |
|--|------|
| District's Projected Participation Rate for 2021<br>(per the response on the 2020 alternate assessment projected participation form) | 1.2% |
|--|------|

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022   | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11  | 201    |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 4      |
| Projected Participation Rate for 2022   | 2%     |

## Local Plan

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

| Audience                   | Topics and Method of Training   | Date      |
|----------------------------|---|-----------|
| Special Education Teachers | MARESA provided PD for technical assistance to review the IEPs of the 4 students who take the alternate assessment to ensure they align with the assessment selection guidelines. | 3/11/2022 |

## Disproportionality

| Question   | Yes                   | No                               |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

## Resources and Technical Assistance

| Question   | Yes                              | No                    |
|--|----------------------------------|-----------------------|
| 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? | <input checked="" type="radio"/> | <input type="radio"/> |

Please detail the need for additional resources and technical assistance.

MARESA is always helpful with technical assistance. Superior Central will utilize their resources and knowledge to ensure that we are using the most appropriate state summative assessment tool for each student.

I included a PD with MARESA for the special education staff (previous page) to go through each student's IEP as a team to determine validity of test selected.

## Assurances

Please provide the following assurances.

| Question  | Yes                              | No                    |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment.              | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment.                         | <input checked="" type="radio"/> | <input type="radio"/> |

## District Comments

While we accept the disproportionality of our district in statewide assessments, we also recognize that the percentage is heavily due to the small enrollment at Superior Central. With our current student population and the young grades in which our students who take the alternate assessment are in, this percentage will likely remain over the cap for several years to come.

## ISD Comments

(required if ISD is returning to district for modifications)

Please update professional development for the 2020-21 school year.