



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

## ISD Name: Tuscola 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 2021 using MI-Access.

## Data

Below are the 1% Participation Rates for Tuscola ISD:

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	3174	56	1.8
Mathematics	3114	56	1.8
Science	1371	30	2.2
Social Studies	1350	12	0.9

Data	Total
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)	10
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 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
04/30/2021	When presenting the GSM data to the local Superintendents and Special Ed administrators, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, I reminded administrators of the decision making process to be used by IEP teams when making decisions regarding state assessment and handed out the MDE decision making guidance documents and flowchart.
08/23/2021	During our Special Education Administrative meeting at the beginning of the school year, the ISD Monitor discussed the 1% data again to remind Special Education Administrators and Principals of the guidance documents and flowchart. They were asked to cover this topic on their back to school PD agendas with teachers as well as utilize the guidance documents and flowcharts during IEPs when deciding which state assessment students should take.
09/17/2021	During an Illuminate IEP training for special education teachers, the ISD monitor trained teachers and administrators on the guidance documents and flowchart that are included within the state assessment portion of our IEP system.

**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
Akron-Fairgrove Schools	03/16/2021	The ISD Special Ed Director and Monitor presented the GSM data to the Akron Fairgrove Superintendent and Special Ed administrator. During this meeting, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, we asked administrators to share the data with their building principals and staff and remind them of the decision making process when making decisions regarding state assessment.
Unionville-Sebewaing Area S.D.	03/22/2021	The ISD Special Ed Director and Monitor presented the GSM data to the USA Superintendent and Special Ed administrator. During this meeting, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, we asked administrators to share the data with their building principals and staff and remind them of the decision making process when making decisions regarding state assessment.

Caro Community Schools	04/16/2021	The ISD Special Ed Director and Monitor presented the GSM data to the Caro Superintendent and Special Ed administrator. During this meeting, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, we asked administrators to share the data with their building principals and staff and remind them of the decision making process when making decisions regarding state assessment.
Kingston Community School District	04/20/2021	The ISD Special Ed Director and Monitor presented the GSM data to the Kingston Superintendent and Special Ed administrator. During this meeting, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, we asked administrators to share the data with their building principals and staff and remind them of the decision making process when making decisions regarding state assessment.
Mayville Community School District	04/22/2021	The ISD Special Ed Director and Monitor presented the GSM data to the Mayville Superintendent and Special Ed administrator. During this meeting, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, we asked administrators to share the data with their building principals and staff and remind them of the decision making process when making decisions regarding state assessment.
Millington Community Schools	04/28/2021	The ISD Special Ed Director and Monitor presented the GSM data to the Millington Superintendent and Special Ed administrator. During this meeting, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, we asked administrators to share the data with their building principals and staff and remind them of the decision making process when making decisions regarding state assessment.
Vassar Public Schools	04/30/2021	The ISD Special Ed Director and Monitor presented the GSM data to the Vassar Superintendent and Special Ed administrator. During this meeting, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, we asked administrators to share the data with their building principals and staff and remind them of the decision making process when making decisions regarding state assessment.
Reese Public Schools	05/03/2021	The ISD Special Ed Director and Monitor presented the GSM data to the Reese Special Ed administrator. During this meeting, the ISD Monitor presented the State assessment participation information and had administrative teams brainstorm ways to either improve or maintain their data. In addition, we asked the Special Ed administrator to share the data with their Superintendent, building principals and staff and remind them of the decision making process when making decisions regarding state assessment.

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

*No resources or support from MDE is needed at this time. In reviewing the data from the center based program and local districts, and speaking with the LEA Special Education Coordinators, the flowchart and guidance documents are being utilized every time an IEP team is deciding which state assessment a student should take. In reviewing the data more closely, the students assessed with the alternate MI-Access assessment were all functioning in the range of a significant cognitive impairment, and have deviated from the general content standards per their IEP to an extent that the alternate assessment was most appropriate for them. In addition, the local district IEP teams for the students who took the MI-Access elected to educate the students in the least restrictive environment as opposed to a consideration of a placement in a center based program. Additionally, due to their being a MI-Access assessment in Science and Social Studies where there was no General ed. assessment, this caused 3/9 out of our local districts to exceed the 1% cap in the area of science or social studies only. Some of our local districts within Tuscola ISD are very small, so just a few students testing will cause them to exceed the 1% cap.*

## **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: Tuscola 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 state.

### Data

Below are the 1% Participation Rates for Tuscola ISD:

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	42	28	66.7
Mathematics	42	28	66.7
Science	18	14	77.8
Social Studies	5	1	20

### 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 for the 2020-2021 school year.

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	08/25/2021	Training on alternate assessments and the 1% cap took place with teachers at a staff meeting at the beginning of the year during our opening day PD activities. The process used to determine alternate assessment participation, as well as sharing of MDE documents and resources to assist in decision making were discussed and shared.	ISD Staff Building Principal/Asst. Principal
Special Education Teachers/Itinerants	08/26/2021	Information regarding the 1% cap was also presented at an Illuminate training held during this same period of PD at the start of the school year.	District Staff ISD Monitor

## 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	42
Total Number of students tested with MI-Access	28
Students in center-based program from outside district	70
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

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

*During the 2020-21 school year, the center-based program offered both virtual/distance learning and in-person learning for their students. During the spring state testing window, there was a surge in Covid-19 related absences. As a result, overall state assessment participation may have been impacted.*

Please describe other justification:

*Our ISD Special Education director and Monitor train our Local District Special Education Coordinators, Principals, and teachers each year to utilize the MDE developed documents and flowcharts when making the decision about the most appropriate state assessment decision during an IEP. In reviewing the data from our center based program, the students assessed with the alternate MI-Access assessment were all functioning in the range of a significant cognitive impairment, and have deviated from the general content standards per their IEP to an extent that the alternate assessment was most appropriate for them.*

## 2022 Projected Participation Rate

Projected Participation Rate 2021	Number
<b>District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form)</b>	65.9%

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	38
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	24
<b>Projected Participation Rate for 2022</b>	63.2%

## 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
ISD LEA Special Ed. Coordinators, Principals,	When presenting the GSM data to the building principals and Special Ed administrators, the ISD Monitor will present the State assessment information and remind administrators of the decision making process to be used by IEP teams when making decisions regarding state assessment. In addition, the MDE decision making guidance documents and flowchart will be shared with the group as a reminder	06/03/2022
Teachers	The Center based principal will continue to include the state assessment decision making process on our professional development agenda at the beginning of each school year to remind staff of the guidance documents and flowchart.	08/22/2022

## 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



## Akron-Fairgrove Schools (79010)

### Instructions

This page uses data entered by Akron-Fairgrove Schools (79010) 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 Akron-Fairgrove Schools (79010):

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	147	4	2.7
Mathematics	148	4	2.7
Science	62	2	3.2
Social Studies	62	2	3.2

### 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	11/12/2020	Presentation on updated materials and flowchart for state assessment decisions.	ISD Staff
Administrators	11/12/2020	Presentation on updated materials and flowchart for state assessment decisions.	ISD 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:

Akron- Fairgrove is a very small district, so testing even a few students results in the district exceeding the 1% cap.

Please describe other justification:

Teachers and administration were provided guidelines from the MDE website on making state assessment decisions. The IEP team determined that the MI-Access was the most appropriate assessment for the students who were administered the MI-Access.

### 2022 Projected Participation Rate

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

Projected Participation Rate 2022	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	177
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2022	1.7%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Training will be provided using the MDE website and the following resources: Assessment Selection Guidelines Training and Assessment Selection Interactive Decision-Making Tool.	1/24/2022
Administration	Training will be provided using the following resources: Assessment Selection Guidelines Training and Assessment Selection and Guidelines for Participation in MI-Access.	1/24/2022

## Disproportionality

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

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

Disproportionate Sub-group	Subject	Plan
----------------------------	---------	------

## 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 district teachers and administrators were trained on the state guidelines for student participation in the alternative assessment. The district followed the guidelines, and based on that information, the IEP team members felt it was in the best interest of the students to take the alternative assessment. Due to the size of the district, it's challenging to remain below the 1% cap when following the guidelines and meet the student's individual IEP needs.

### ISD Comments

(required if ISD is returning to district for modifications)

A screenshot of a document editor interface. The top of the window features a toolbar with various icons for editing and formatting. From left to right, the icons include: a pair of scissors (cut), a document with an arrow (copy), a document with a checkmark (paste), left and right arrows (undo/redo), a checkmark with a dropdown arrow (spell check), bold (B), italic (I), underline (U), bulleted list, numbered list, decrease indent, increase indent, and a link icon. Below the toolbar is a large, empty white area representing the document content. The bottom of the window has a thin grey bar.



## Caro Community Schools (79020)

### Instructions

This page uses data entered by Caro Community Schools (79020) 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 Caro Community Schools (79020):

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	635	5	0.8
Mathematics	635	5	0.8
Science	233	4	1.7
Social Studies	226	2	0.9

### 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, Psychologist, Building Testing Coordinators and Building Administrators	12/7/2018	Guidance Document on "Should my student take the alternative assessment." Staff were explained the rules on 1% CAP regulations and IEP team members were advised to use the assessment guidance documents to make determinations for selection the appropriate assessments and supports for state testing.	Other Joe Chapelo
Special Education Teachers, Psychologist, Building Principals	12/14/2021	Discussed using the guidance document "Should my student take the alternative assessment" and the "1 percent rule" for alternative assessments.	Other Joe Chapelo

### 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 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:

The district will continue to use the "should my student take the alternative assessment" guidance document to determine the LRE approach for summative assessments during the IEP process. In addition, students are being provided with summer resources to help with their IEP need area(s), along with offering academic support programming in the summer to assist with recoupment and development of skills that may have been affected by the COVID -19 Pandemic.

Please describe other justification:

The district uses assessment data from psycho-educational reports (I.Q. Testing and achievement scores) along with classroom and district data to help IEP team members make the appropriate determinations on the LRE state assessments.

## 2022 Projected Participation Rate

Projected Participation Rate 2021	Number
District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form)	0.8%

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	757
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate for 2022	0.5%

## 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.

Audience	Topics and Method of Training	Date
Special Education Teachers, School Psychologist, and Testing Coordinators	Staff will be provided annually with a copy of the "should my student take the alternative assessment" guidance document. It will be reviewed with all special education teachers, building testing coordinators and the school psychologist.	3/15/2022
Special Education Teachers	Special education teachers will continue to use the "assessment determinations" found in Illuminate to help make determinations for LRE assessment decisions. This should be collaborative approach by the IEP team members in making the LRE assessment determinations. The IEP team members will be encouraged to use psychoeducational-reports (I.Q. testing and achievement scores), along with district and classroom data.	3/15/2022
Special Education Director and Building Test Coordinators	The Special Education Director and Building Test Coordinators will review all students who are taking the alternative assessments to review the appropriateness of the IEP team's determination and consult with IEP team members when necessary.	3/15/2022
Special Education Director	The director will keep track of the assessment data for the up coming assessment and review the local district data State Assessment percentages.	3/15/2022

## Disproportionality

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

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

Disproportionate Sub-group	Subject	Plan
----------------------------	---------	------

## 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 district continues to use guidance in determining the LRE assessment for students through the IEP process. The district has and will continue to provide staff with professional development in regards to best practices related to LRE summative assessments.
---

## ISD Comments

(required if ISD is returning to district for modifications)



## Cass City Public Schools (79030)

### Instructions

This page uses data entered by Cass City Public Schools (79030) 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 Cass City Public Schools (79030):

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	423	3	0.7
Mathematics	415	3	0.7
Science	184	2	1.1
Social Studies	181	1	0.6

### 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	11/16/2020	State assessments update and training materials, significant cognitive impairment/alternate content standards, factors to consider/factors not to be used in consideration	ISD Staff
Administrators	11/16/2020	State assessments update and training materials, significant cognitive impairment/alternate content standards, factors to consider/factors not to be used in consideration	ISD 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:

The district has made improvement regarding decreasing the number of students who are taking the state alternative assessment.

Please describe other justification:

Overall, the district is below the 1% cap. The trainings provided have assisted IEP teams in making appropriate decisions regarding state alternative testing.

### 2022 Projected Participation Rate

Projected Participation Rate 2021	Number
District's Projected Participation Rate for 2021	0.0%

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

0.0%

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	487
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2022	0.6%

## 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 Teachers	Training will be provided using the MDE website and the following resources: Assessment Selection Guidelines Training and Assessment Selection Interactive Decision-Making Tool.	1/19/2022
Administration	Training will be provided using the following resources: Assessment Selection Guidelines Training and Assessment Selection and Guidelines for Participation in MI-Access.	1/26/2022

## Disproportionality

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

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

Disproportionate Sub-group	Subject	Plan
----------------------------	---------	------

## 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 district is trained on the state's guidelines for participation in the alternate assessment, and the IEP team determines which assessment is the most appropriate for that student based upon those guidelines.

Rich Text Editor toolbar with icons for undo, redo, bold, italic, underline, bulleted list, numbered list, link, unlink, and other formatting options.



## Millington Community Schools (79100)

### Instructions

This page uses data entered by Millington Community Schools (79100) 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 Millington Community Schools (79100):

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	337	2	0.6
Mathematics	340	2	0.6
Science	169	2	1.2
Social Studies	163	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
IEP Team at Elementary Level	10/25/2021	Completed MDE's Interactive Decision Making Tool during IEP with the IEP team. <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a>	ISD Staff Karen Demaray
IEP Team at the Secondary Level	4/7/2021	Completed MDE's Interactive Decision Making Tool during IEP with the IEP team. <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a>	ISD Staff Karen Demaray

### 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:

During the 2020-21 school year, the district offered both virtual/distance learning and in-person learning for their students. During the spring M-Step testing window, there was a surge in Covid-19 related absences. As a result, overall M-step participation could have been impacted. The district reported a total of 169 students participation out of 255 total in grades 4, 7, and 11; which participate in the Science subtest.

Please describe other justification:

The IEP team determined it is the best educational interest for 2 students to participate in MIAccess Functional Independence science subtest, even after examining the MDE Interactive Decision Making Tool. Both of the student's special education eligibility area is such that would cause extreme frustration with M-Step content and results would not truly reflect the students educational knowledge. In addition, there were a total of 169 students who participated in the Science subtest. With 2 students of the 169 taking the MIAccess Functional Independence Science subtest, the 1% cap was exceeded.

## 2022 Projected Participation Rate

Projected Participation Rate 2021	Number
District's Projected Participation Rate for 2021 (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	541
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2022	0.6%

## 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
Designated Case Managers, Parents, and District Administrators	<a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a>	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 checked="" type="radio"/>	<input type="radio"/>

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

Disproportionate Sub-group	Subject	Plan
----------------------------	---------	------

## 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

During IEP meetings when MiAccess Functional Independence subtest is being discussed, the IEP team utilizes the MDE Interactive Tool to guide decision making and discussion. However, the IEP team makes the final decision of which evaluation to participate in based upon the students current education needs and functioning level.

## ISD Comments

(required if ISD is returning to district for modifications)





## Reese Public Schools (79110)

### Instructions

This page uses data entered by Reese Public Schools (79110) 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 Reese Public Schools (79110):

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	364	5	1.4
Mathematics	363	5	1.4
Science	176	1	0.6
Social Studies	175	1	0.6

### 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
IEP team members	3/22/2021	At a student IEP, the team used the state guidelines for participation in the alternate assessment to make assessment participation decisions.	ISD Staff Nathan Carter
IEP Team Members	11/9/2020	At a student IEP, the team used the state guidelines for participation in the alternate assessment to make assessment participation decisions.	ISD StaffNathan Carter
IEP Team Members	9/21/2020	At two student's IEPs, the team used the state guidelines for participation in the alternate assessment to make assessment participation decisions	ISD StaffNathan Carter
IEP Team Members	2/8/2021	At a student IEP, the team used the state guidelines for participation in the alternate assessment to make assessment participation decisions.	ISD StaffNathan Carter

### 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:

All the students who took the MI-Access are eligible for special education services under the eligibility category, Cognitive Impairment, but the IEP teams for each student elected to educate the students in the least restrictive environment as opposed to a consideration of a placement in a center based program.

## 2022 Projected Participation Rate

Projected Participation Rate 2021	Number
District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form)	1.6%

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	392
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate for 2022	1.5%

## 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.

Audience	Topics and Method of Training	Date
Special Education Teachers	A training will take place during the next professional learning community with special education staff on February 2nd, 2022. During this training the following will be professional development topics: 1) A review of the MDE alternate assessment guidance document "Should My Student Take the Alternate Assessment." 2) Provide special education teachers with the opportunity to review the alternate standards ( <a href="https://www.michigan.gov/mde/0,4615,7-140-22709_28463-410070--,00.html">https://www.michigan.gov/mde/0,4615,7-140-22709_28463-410070--,00.html</a> ) for ELA, Mathematics, Social Studies, and Science for students currently assigned to take the MI-Access 3) Plan for a review of discovery points at the March professional learning community to address whether after review of the alternate standards, the standards are a match to differentiation efforts for our students currently scheduled to take the MI-Access	2/2/2022

## Disproportionality

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

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

Disproportionate Sub-group	Subject	Plan
----------------------------	---------	------

## 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

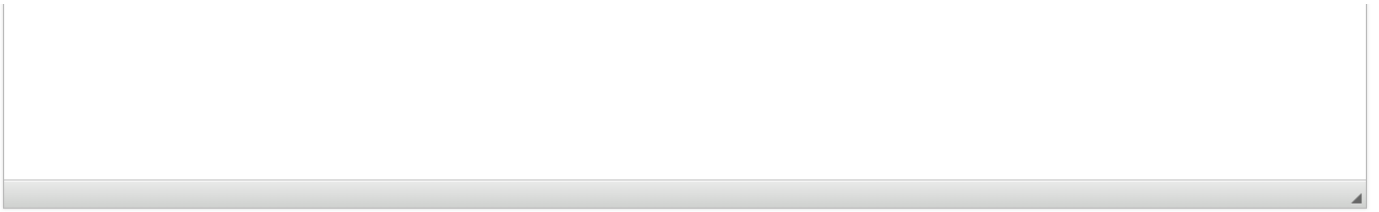
Please provide the following assurances.

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

## ISD Comments

(required if ISD is returning to district for modifications)



## Unionville-Sebewaing Area S.D. (79145)

### Instructions

This page uses data entered by Unionville-Sebewaing Area S.D. (79145) 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 Unionville-Sebewaing Area S.D. (79145):

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	298	2	0.7
Mathematics	297	2	0.7
Science	141	2	1.4
Social Studies	143	1	0.7

### 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 and Administrators	12/2/2020	Staff meeting where MDE documents regarding who should take the alternate assessment, accommodations manual, and the state assessment flowchart were shared and discussed as a group.	ISD Staff
Special Education Teachers and Administration	1/7/2021	Email with reminders of what was discussed at the 12/2/20 meeting as well as re-attaching MDE documents.	ISD 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:

Only 2 students at Unionville-Sebewaing Area Schools (USA) took the alternate assessment. These students have Cognitively Impaired or Autism Spectrum Disorder as their special education eligibility, are functioning in the range of a significant cognitive impairment, and have deviated from the general content standards per their IEP to an extent that the alternate assessment was most appropriate for them. The MDE developed documents and flowcharts were utilized by the IEP team when making the decision about the most appropriate state assessment decision.

### 2022 Projected Participation Rate

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

Projected Participation Rate 2021	Number
District's Projected Participation Rate for 2021 (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	346
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2022	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.

Audience	Topics and Method of Training	Date
Special Education Teachers and Administration	Include agenda items on monthly staff meetings regarding reminders of the process used to determine alternate assessment participation, as well as sharing of MDE documents and resources to assist in decision making.	2/8/2022
Special Education Teachers and Administration	Email to group summarizing the decision making process to be used by IEP teams when making decisions regarding state assessment that includes attachments for MDE decision making guidance documents and flowchart.	1/10/2022

## Disproportionality

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

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

Disproportionate Sub-group	Subject	Plan
----------------------------	---------	------

## 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 relatively small enrollment size of the district can make it difficult to remain under the 1% Cap even when all guidelines are followed. However, the district utilizes all guidance documents provided by MDE when the IEP team is making decisions regarding the appropriate assessment for students. Training and resource sharing is done multiple times per year with special education staff and district administrators in order to review guidelines and share any updated information.

## ISD Comments

(required if ISD is returning to district for modifications)





## Vassar Public Schools (79150)

### Instructions

This page uses data entered by Vassar Public Schools (79150) 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 Vassar Public Schools (79150):

Content Area	Total Tested	Alternate Tested	Spring 2021 Participation Rate
English Language Arts	333	5	1.5
Mathematics	278	5	1.8
Science	149	2	1.3
Social Studies	156	3	1.9

### 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
teachers/testing coordinator/counselor	1/21/2021	The video created by MDE was shared with the audience	ISD Staff
teachers/testing coordinator/counselor	11/23/2021	A google doc with links to the flow chart, the MI-Access page and the Link to MI-Access training/decision page was shared with the audience	ISD Staff
sp ed teachers	3/11/2021	A meeting was held with the special education staff to discuss state testing requirements	ISD 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:

All of the students who took the MI Access assessment were students with Cognitive impairments. Every IEP team discussed the state testing with the IEP team. This decision needs to remain an IEP team decision.

### 2022 Projected Participation Rate

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

District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form)	0.7%
--	------

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

Projected Participation Rate 2022	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	489
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate for 2022	0.4%

## 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.

Audience	Topics and Method of Training	Date
Special education teachers	The MI Access flow chart is often discussed/shared several times a year. When reviewing IEPs, the topic of appropriate tests and accommodations is discussed. The 2 students who take the MI Access, are students who NEED to take it. The IEP team determines the appropriate test.	8/31/2021

## Disproportionality

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

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

Disproportionate Sub-group	Subject	Plan
----------------------------	---------	------

## 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 school staff are made aware of the emphasis of ensuring students take the appropriate assessment.
---

## ISD Comments

(required if ISD is returning to district for modifications)

