

Justification Forms Summary Report Directions

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



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

ISD Name: C.O.O.R. ISD

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

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

Data

Data	Total
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)	8
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 2019 using MI-Access (in grades 3-8 and 11)	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 2019 test year data and justification form review. Include any professional development and targeted assistance the ISD offered to all member districts, provided by MDE and/or the ISD and MDE together.

Date Occurred	Summary of Technical Assistance and/or Professional Development
11/12/2019	The Special Education Coordinator meeting included a presentation and discussion on MI-Access Resources provided by the MDE. We looked at the website so the group could see the training video, important dates, test administration documents, Assessment Selection Guidelines Training and Assessment Coordinator Training Guide. We went over the Assessment Determination flow chart and how the flowchart needs to be used and documentation of its use, at all IEPs for students who are required to complete a state assessment.
01/14/2020	The Special Education Coordinator meeting included continuing discussion on choosing the correct assessment to use with students with an IEP. Each district looked at the data provided by the MDE via Catamaran and what it means. We discussed the upcoming 1% justification form, the due dates and how to answer the questions. We also went over the decision making flow chart and the need for its use at ever IEP meeting.

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

Member District	Date Occurred	Summary of Technical Assistance and/or Professional Development
Charlton Heston Academy	11/12/2019	In order to fill out this box, I had to choose a member district. Please note that the COOR ISD did not have a specific member district that was flagged for disproportionality in assessment participation. At every special education coordinator meeting, we talk about the MI-Access. The ISD and the districts do talk to our special education staff every chance we get to encourage them to use the decision-making flowchart and to adhere to the guidance on making the decision.

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

The support that you are providing is adequate. I am hoping that the professional development that was going to be provided in April will be rescheduled. Our districts need to hear the importance of using the decision making flow chart when deciding which state assessment should be used for a student and the importance of informing both general education teachers and special education teachers of the rationale for making the correct decision on which state assessment a student should be taking. The special education coordinators also need to know, from someone other than me, how to answer the questions in the justification form.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: **C.O.O.R. ISD**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	100	100	100	No change
Mathematics	100	100	100	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	100	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Center Based Program Special Education Teachers	08/29/2019	Opening Day Professional Developing involved IEP training. Section 6 of the IEP was included.	ISD Staff
Center Based Program Administrators	08/29/2019	Opening Day Professional Development involved IEP training. Section 6 of the IEP was included. Additional discussion took place throughout the year at monthly special education center-based program administration meetings.	ISD Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

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

Assessment Data Table	Number
Total Number of students tested overall	25
Total Number of students tested with MI-Access	25
Students in center-based program from outside district	0
Adjusted Total	25
Adjusted Participation Number	25
Adjusted Rate	100%

Is there other justification to provide?

Yes No

Please describe other justification:

The COOR CEC program is a center-based program that educates students who are moderately severely impaired, severely impaired as well as students with multiple impairments. This said the IEP team does use the flow chart to make determinations on what state assessments a student should take. Decisions are IEP team based that does include the parent.

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	19
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	19
Projected Participation Rate	100%

Local Plan

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

Audience	Topics and Method of Training	Date
CEC Special Education Teachers, CEC Service Providers and CEC Administrators (CEC - Center Based Program)	The topics of training will focus on how to select the appropriate state assessment for a student, the requirements of choosing the alternate state assessment for students and the need for documenting how the decision for a student to take the state assessment was made.	02/27/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Crawford AuSable Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.6	1.2	0.5	-
Mathematics	2.7	1.1	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.3	1.4	0	-



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

Member District: West Branch-Rose City Area Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.3	1.5	1.2	-
Mathematics	1.3	1.5	1.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	1.8	1.7	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
School Administration	02/11/2019	Face to face training, provided and reviewed copies of MDE guidance document	District Staff
Special Education Teachers/Support Staff	02/22/2019	Face to face training, provided and reviewed copies of MDE guidance document	District Staff
Parents	03/10/2020	IEP meetings where MI ACCESS is a consideration - parents are provided the MDE flow chart and it is reviewed at the meeting and a decision is made with the IEP team including parents	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

In 2019, our school district tested 1059 students. In order to meet the requirement and fall under the 1%, we would have had only 10 students take the MI ACCESS. I had 13 students take the MI ACCESS, which was 3 more than the state would have liked to have taken the assessment. Those 13 students for whom we administered the MI ACCESS, were all based on IEP team decisions which included the parents. Although my district has access to a center-based program operated by our ISD, I make every effort to keep those students at the LEA. Students who took the MI ACCESS in 2019 included a student with Down's Syndrome, a student with a moderate cognitive impairment who had previously attended the center based program but was brought back to the LEA, along with students with mild to moderate cognitive impairments in our local district. Given the guidance document prepared by the MDE, I am confident that the decisions made at the IEPs regarding the administration of the MI ACCESS rather than the MSTEP, were sound decisions based on the data and in the best interest of the students. I am not willing to make students for whom the MSTEP is not an appropriate assessment, take that test in order not to exceed the 1%.

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1043
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	14
Projected Participation Rate	1.3%

Local Plan

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

Audience	Topics and Method of Training	Date
Parents, special education teachers, parents, administrators	Existing resources which include the guidance documents issued by the MDE along with the online interactive IEP decision tool and the available training module are adequate resources and will be utilized in providing professional development for the selected audience. Special education teachers, in particular, will be provided professional development in the alternate content standards and alternate assessments along with test selection. At the IEP, members of the IEP team will review how specialized instruction can be utilized in programming that would possibly make the MSTEP an appropriate assessment tool.	03/03/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

ISD Comments (if ISD returned to district for modifications)

Hi Sue

There are a couple of questions that you missed.

In the contributing factors (section 3), you will need to respond yes to the question asking if 8 or more students took the MI-Access

Also, there is a chart that needs to be filled out.

The question asks "total number of students tested overall" - that answer would be 1059;, and "total number of students tested with MI-Access - that answer would be 13

If you could fill this info in and resubmit, that would be good.

Thank you

Jill



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

Member District: **Mio-AuSable Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	4.1	2.4	1.6	-
Mathematics	3.8	2.1	1.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.4	0.8	0	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Ed Directors	11/14/2019	flow chart and training resources	ISD Staff
Special Ed Directors	01/14/2020	data and review flowchart	ISD Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	262
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate	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. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
district special education representative	attendance at special ed coordinators meeting	03/17/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

Small class sizes result in even a few students being over the 1% limit



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

Member District: Fairview Area School District

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.9	0.7	3.3	+
Mathematics	0.6	0	2	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	3.4	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Amy Clouse	02/11/2020	School Testing Conference in Ann Arbor 2/11/2020-2/13/2020	MDE
Amy Clouse	03/03/2020	Webinars for MI-Access	MDE

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	168
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate	1.8%

Local Plan

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

Audience	Topics and Method of Training	Date
Amy Clouse	School Testing Conference	02/11/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Roscommon Area Public Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.5	1.3	1.4	+
Mathematics	1.5	1.3	1.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.7	1.3	1.9	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	01/14/2020	In person training to discuss the MDE documents. Yearly discussion.	ISD Staff
Special Education Staff	02/26/2020	In person training to discuss the MDE documents. Yearly discussion.	District Staff

Contributing Factors

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

- Yes No

Select the option that applies:

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

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

- Yes No

Is there other justification to provide?

- Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	469
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate	1.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff	In person training to discuss the use of the MDE "Should my student take the alternative assessment" document.	04/01/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

Roscommon Area Public Schools has a very high at risk population, 76%, and a considerable number of students, 202, receive special education services. We have a total of 5 students who take an alternative assessment and that is decided at the IEP following the MDE one page document as a guide. We do our very best to make sure that we follow all policies and procedures for this process.

*** There are no charts to fill out for section #3, it is all yes or no indicators to check. 2019 data is 494 and 7 and 2020 projected data is in section #4.*

Thanks, Mitch

ISD Comments (if ISD returned to district for modifications)

Mitch

Sorry, I have to return your document to you. You forgot to fill out one of the charts for #3.

For the total # of students tested in 2019 enter 214

For the total # of students tested using the alternate assessment for 2019, enter 4

Then resubmit.

Thank you

Jill



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

Member District: Houghton Lake Community Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.1	0.9	0.6	-
Mathematics	1.9	0.9	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	0.7	0.4	-



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

Member District: **Charlton Heston Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	5.8	5.9	4.4	-
Mathematics	5.8	6	4.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	3	5.8	1.4	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
General and Special Education Teachers	10/11/2019	Special Education Procedures and Philosophy	ISD Staff
ISD Coordinator's Meeting	01/14/2020	ISD Special Education Coordinators Meeting	ISD Staff

Contributing Factors

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

- Yes No

Select the option that applies:

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

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

- Yes No

Is there other justification to provide?

- Yes No

Please describe other justification:

Students with disabilities at Charlton Heston Academy have a much higher level of transiency. Specifically, students/families exercise school of choice options and transfer schools at a high rate. In addition, a higher rate of students are transferring to and from home schooling options, and cyber school options. Thus, a higher rate of students are not meeting educational goals due to lack of consistency in their educational choices.

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	387
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	14
Projected Participation Rate	3.6%

Local Plan

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

Audience	Topics and Method of Training	Date
teachers, paraprofessionals, administrative staff, assessment coordinators	Formal trainings, round tables, and ongoing guidance from the ISD, training and coaching from special education consultants,	08/24/2020

Resources and Technical Assistance

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

Yes No

Please detail the need for additional resources and technical assistance.

Due to the growing population of students with disabilities, Charlton Heston Academy continues to collaborate with the ISD, as well as with special education consultants.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Alternative Educational Academy of Ogemaw County

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	0	0	No change
Mathematics	0	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change