

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: Clare-Gladwin Regional Education Service District

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)	6
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)	6

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
03/07/2019	The ISD provided professional development and targeted assistance to all local district secondary principals on March 7th regarding "Should My Student Take the Alternate Assessment" flowchart along with other discussions around participation in the MI-Access tests.
11/08/2019	The ISD provided professional development and targeted assistance to all local district elementary principals on November 8th regarding "Should My Student Take the Alternate Assessment" flowchart along with other discussions around participation in the MI-Access tests.
11/12/2019	The ISD provided professional development and targeted assistance to all local district Superintendents on November 12th regarding the "Should My Student Take the Alternate Assessment" flowchart along with other discussions around participation in the MI-Access tests. They were also given their districts numbers as far as students taking MI-Access and where they scored from the previous years.
11/07/2019	The ISD provided professional development and targeted assistance to all local district Special Education Coordinators on November 7th regarding the "Should My Student Take the Alternate Assessment" flowchart along with other discussions around participation in the MI-Access tests. The Coordinators were also given district level information regarding the outcomes for the students in their districts.

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
Beaverton Schools	09/18/2019	The ISD provided technical assistance and/or professional development to the Special Education Coordinator, principals, and staff of Beaverton Schools monthly during our regularly scheduled meetings. Information that is covered is the "Should my Student Take the Alternate Assessment", scores for their students, when students should be moved to the next level, what is happening at the state level with testing and strategies to be used in the classrooms. This discussion happens with each stakeholder group. The date provided is the first meeting of the school year. These meetings happen monthly and staff are given updates pertaining to many topics including MI-Access.

Clare Public Schools	09/17/2019	The ISD provided technical assistance and/or professional development to the Special Education Coordinator, principals, and staff of Clare Public Schools monthly during our regularly scheduled meetings. Information that is covered is the "Should my Student Take the Alternate Assessment", scores for their students, when students should be moved to the next level, what is happening at the state level with testing and strategies to be used in the classrooms. This discussion happens with each stakeholder group. The date provided is the first meeting of the school year. These meetings happen monthly and staff are given updates pertaining to many topics including MI-Access.
Farwell Area Schools	09/24/2019	The ISD provided technical assistance and/or professional development to the Special Education Coordinator, principals, and staff of Farwell Schools monthly during our regularly scheduled meetings. Information that is covered is the "Should my Student Take the Alternate Assessment", scores for their students, when students should be moved to the next level, what is happening at the state level with testing and strategies to be used in the classrooms. This discussion happens with each stakeholder group. The date provided is the first meeting of the school year. These meetings happen monthly and staff are given updates pertaining to many topics including MI-Access.
Gladwin Community Schools	11/18/2019	The ISD provided technical assistance and/or professional development to the Special Education Coordinator, principals, and staff of Gladwin Schools monthly during our regularly scheduled meetings. Information that is covered is the "Should my Student Take the Alternate Assessment", scores for their students, when students should be moved to the next level, what is happening at the state level with testing and strategies to be used in the classrooms. This discussion happens with each stakeholder group. The date provided is the first meeting of the school year. These meetings happen monthly and staff are given updates pertaining to many topics including MI-Access.
Harrison Community Schools	09/24/2019	The ISD provided technical assistance and/or professional development to the Special Education Coordinator, principals, and staff of Harrison Schools monthly during our regularly scheduled meetings. Information that is covered is the "Should my Student Take the Alternate Assessment", scores for their students, when students should be moved to the next level, what is happening at the state level with testing and strategies to be used in the classrooms. This discussion happens with each stakeholder group. The date provided is the first meeting of the school year. These meetings happen monthly and staff are given updates pertaining to many topics including MI-Access.

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

The ISD needs continued timely information from MDE so that we can provide support and guidance to the local districts.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Clare-Gladwin Regional Education Service 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	100	100	100	No change
Mathematics	100	100	100	No change
Science	N/A	N/A	N/A	N/A
Social Studies	100	100	100	No change

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Teachers, administrators, Itinerant staff	08/21/2019	This was during our Opening Week Professional Development with all staff.	ISD Staff
High School and Middle School Principals the following day was the Elementary Principal meetings.	04/18/2019	The "Should my Student Take the Alternate Assessment" flowchart was handed out and explained.	ISD Staff
High School and Middle School Principals the following day was the Elementary Principal meetings.	11/01/2019	The "Should my Student Take the Alternate Assessment" flowchart was handed out and explained. We also talked about dates for the MI-Access test and when things needed to be complete.	ISD Staff
Itinerant Staff Meetings	11/26/2019	Itinerant Staff Meetings happen every month. This month we discussed the flowchart with all five groups. The date is when we met with one of our five groups.	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	24
Total Number of students tested with MI-Access	24
Students in center-based program from outside district	0
Adjusted Total	24
Adjusted Participation Number	24
Adjusted Rate	100%

Is there other justification to provide?

- Yes No

Please describe other justification:

The Clare-Gladwin RESD runs a center based program for students with moderate and severe cognitive disabilities. The students within the age ranges are tested using the MI-Access at the level based upon their cognitive functioning.

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	32
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	32
Projected Participation Rate	100%

Local Plan

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

Audience	Topics and Method of Training	Date
Teachers, parents, administrators, Itinerant staff	These groups of people will be trained on the alternate assessment flowchart during regular monthly meetings with principals, Parent Advisory Committee meetings, and monthly with local district staff. These trainings happen throughout the school year. The date provided is the next training with local district staff.	05/08/2020

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: Clare 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	0.9	1.5	0.6	-
Mathematics	0.7	1.5	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	0.6	1.1	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special education teachers	11/19/2019	IEP/ Medicaid/ MI Access/ 1% Cap	ISD Staff
Special ed teachers	01/07/2020	1% Cap - Distirct vertical alignment meeting with all special education staff	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	844
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate	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. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
RESD Staff and CPS staff	3 times this team will meet throughout the course of the 2019 - 2020 school year to address multiple special education topics including the 1% cap.	04/07/2020

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

We continue to meet 3 times a year to address this issue as well as other issues related to the delivery of special education at Clare Public Schools. We have met two times this year and will be meeting again in April. We will continue holding these meetings during the 2020 - 2021 school year as these meetings are a continuation of meetings/ professional development that began in 2016 - 2017 school year.



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

Member District: **Farwell 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	4.5	2.7	2.5	-
Mathematics	3.7	2.7	2.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	4.2	3.5	2.4	-

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
Teachers, Admin	10/23/2019	The Flow chart and make sure it is being used when doing IEP especial if considering Mi-access.	ISD Staff
Administrators	10/03/2019	The Flow chart and make sure it is being used when doing IEP especial if considering Mi-access.	ISD Staff
Itenerat Staff	09/24/2019	The Flow chart and make sure it is being used when doing IEP especial if considering Mi-access.	ISD Staff
Teachrs	01/22/2020	The new flow Chart and other special educaiton issues	ISD 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:

We have been working to be as close to the 1% level as possible. We do have a group of students that the best test for them due to there levels and abilities make it so the MI-Access test is the correct test to take. Their IEP team felt the Mi-Access is best test for them to take compared to their academic ability and needs.

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	568
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	11
Projected Participation Rate	1.9%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education teachers and Itenerent Staff	Make sure we are conitnueing to use flow chart when deciding if the Mi-Access test is needed. We also will talk about making sure to keep it individulaized for each student. Not a one size fits all.	03/11/2020
IEP Document Change	IEP has been updated to have section 6 show the cognitive disability to show.	02/21/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Harrison 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	3.3	2.7	2.6	-
Mathematics	3.3	2.4	2.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.4	2.7	3	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Coordinators	11/07/2019	1% Data for Districts-MIAccess: Participation, Supported, Functional - Emergent/Obtained/Surpassed Information passed on at meeting	ISD Staff
Administrators Meeting	11/13/2019	1% Data for Districts-MIAccess: Participation, Supported, Functional - Emergent/Obtained/Surpassed Shared at an Administration Meeting	District Staff
RESD Principals Meeting	02/06/2020	1% Cap for Alternate Assessments, "Should My Student Take the Alternate Assessment?"	ISD Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

The team used the Michigan Department of Education flow chart to determine which assessment was appropriate for individual students. After review of the flow chart the IEP team determined that an alternative assessment was more appropriate based on student's performance and ability level at that time.

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	700
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	10
Projected Participation Rate	1.4%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Coordinators	1% Data for Districts - MIAccess - Participation in meetings and review of Michigan Department of Education Assessment Flow Chart	05/08/2020
Administration Meetings	1% Data for Districts - MIAccess - Participation in meetings and review of Michigan Department of Education Assessment Flow Chart, Discussion on flow chart and students	04/15/2020
Special Education Staff	1% Data for Districts - MIAccess - Participation in meetings and review of Michigan Department of Education Assessment Flow Chart, Discussion of Flow Chart	04/21/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: **Beaverton 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	2.6	2.2	-
Mathematics	2	2.6	2.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	1	3.8	0.5	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	10/10/2018	2018-19 Assessment Flowchart	ISD Staff
Special Education Teachers	10/02/2019	2019-2020 Assessment Flowchart	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

Student needs support alternate assessments based on the district data provided by the IEP team.

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	562
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	10
Projected Participation Rate	1.8%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Alternate Assessment - Staff meeting	11/27/2019

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

The special education staff utilizes the state provided alternate assessment flowchart at IEPS to help guide them in making appropriate choices regarding assessments.



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

Member District: Gladwin 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	2.5	2.3	1.8	-
Mathematics	2.3	1.8	1.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.9	0.2	1.3	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	01/17/2020	Should My Student Take the Alternate Assessment flowchart. Previous results of students taking the Alternative Assessment	ISD Staff
Principals and Special ed coordinator	02/07/2020	Should My Student Take the Alternate Assessment flowchart and previous results of students taking the Alternative Assessment	ISD Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	871
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	15
Projected Participation Rate	1.7%

Local Plan

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

Audience	Topics and Method of Training	Date
special education staff	Reviewing the Who should take the Alternate Assessment and look at the recent assessment data to help determine who should take the assessment	08/26/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

We are using the flowchart and reviewing data for each child and allowing the IEP team decide using the flowchart which assessment is appropriate for each child with an IEP. The data indicates that we have been lowering the number of students taking the alternative assessment, but we seem to have just enough students move into our district who fit the need of taking the alternative assessment. We are diligently working to reduce the number of students taking the alternative assessment. The Clare Gladwin RESD staff have been helpful in working with us to reduce the number of students taking the alternative assessment.