

## Justification Forms Summary Report Directions

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



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

## ISD Name: Delta-Schoolcraft 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)	9
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 2019 using MI-Access (in grades 3-8 and 11)	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
10/01/2018	Each local district administrative and special education staff participated in training on MDE’s interactive tool and guidance documents. The interactive tool has now been made available within the electronic IEP platform. All administrative staff, as well as special education staff, were provided face to face training as well as the guidance documents. We also discussed at our Parent Advisory Committee meeting.
01/01/2019	Follow-up face to face training to determine how the interactive tool was aiding in IEP decision making.

**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
Bark River-Harris School District	10/05/2018	Each local district administrative and special education staff participated in training on MDE's interactive tool as well as accompanying guidance documents. The districts also broke down the student-level data to look at eligibility and the data supporting the IEP team decisions regarding participating in an alternate assessment. The staff was made aware that the district assessment guidelines were disseminated to PAC member of their district. We provided following u[p training again in January 2019.
Big Bay De Noc School District	10/18/2018	Each local district administrative and special education staff participated in training on MDE's interactive tool as well as accompanying guidance documents. The districts also broke down the student-level data to look at eligibility and the data supporting the IEP team decisions regarding participating in an alternate assessment. The staff was made aware that the district assessment guidelines were disseminated to PAC member of their district. they did not exceed the Cap in 2018. We provided following u[p training again in January 2019.
Nah Tah Wahsh Public School Academy	10/19/2018	Each local district administrative and special education staff participated in training on MDE's interactive tool as well as accompanying guidance documents. The districts also broke down the student-level data to look at eligibility and the data supporting the IEP team decisions regarding participating in an alternate assessment. The staff was made aware that the district assessment guidelines were disseminated to PAC member of their district. they did not exceed the cap in 2018. We provided following u[p training again in January 2019.
Rapid River Public Schools	10/26/2018	Each local district administrative and special education staff participated in training on MDE's interactive tool as well as accompanying guidance documents. The districts also broke down the student-level data to look at eligibility and the data supporting the IEP team decisions regarding participating in an alternate assessment. The staff was made aware that the district assessment guidelines were disseminated to PAC member of their district. They did not exceed the cap in 2018. We provided following u[p training again in January 2019.
Escanaba Area Public Schools	10/17/2018	Each local district administrative and special education staff participated in training on MDE's interactive tool as well as accompanying guidance documents. we discussed the guidance document "Should My Student Take the Alternate Assessment document in depth. The districts also broke down the student-level data to look at eligibility and the data supporting the IEP team decisions regarding participating in an alternate assessment. The staff was made aware that the district assessment guidelines were disseminated to PAC member of their district. We provided following u[p training again in January 2019. We also discussed with Escanaba, the importance o reflecting on consideration of the appropriateness of the assessment determination for each student rather than on just the data alone.

Gladstone Area Schools	10/03/2018	Each local district administrative and special education staff participated in training on MDE's interactive tool as well as accompanying guidance documents. The districts also broke down the student-level data to look at eligibility and the data supporting the IEP team decisions regarding participating in an alternate assessment. The staff was made aware that the district assessment guidelines were disseminated to PAC member of their district. We provided following u[p training again in January 2019.
Manistique Area Schools	10/04/2018	Each local district administrative and special education staff participated in training on MDE's interactive tool as well as accompanying guidance documents. The districts also broke down the student-level data to look at eligibility and the data supporting the IEP team decisions regarding participating in an alternate assessment. The staff was made aware that the district assessment guidelines were disseminated to PAC member of their district. We provided following u[p training again in January 2019.
Mid Peninsula School District	10/02/2018	Each local district administrative and special education staff participated in training on MDE's interactive tool as well as accompanying guidance documents. The districts also broke down the student-level data to look at eligibility and the data supporting the IEP team decisions regarding participating in an alternate assessment. The staff was made aware that the district assessment guidelines were disseminated to PAC member of their district. We provided following u[p training again in January 2019.

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

*Providing us the training materials was very helpful as well as our electronic system willing to embed within our IEP program.*

## **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: **Delta-Schoolcraft 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	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
Special Education staff, and Admin	01/15/2019	Guidance documents provided by MDE as well as introducing the interactive tool.	ISD Staff
Special Education staff, Admin	10/09/2019	Reviewed the interactive tool as part of our monthly meeting. It helped in defining the different levels of the assessment with the team.	ISD Staff

## Contributing Factors

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

Yes  No

Select the option that applies:

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

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

Yes  No

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

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

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	31
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	31
<b>Projected Participation Rate</b>	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
Special Education Staff & Admin	We will discuss the definition of Cognitive Impairment eligibility and the need to look at both an IQ score as well as adaptive functioning when determining if the alternate assessment is appropriate. .	05/19/2020

## 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: Nah Tah Wahsh Public School 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:

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



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

## Member District: Escanaba Area Public Schools

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.1	2.1	1.9	-
Mathematics	2.1	2.1	1.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	2	1.6	2.1	+

### 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
DSISD and special education personnel	01/23/2019	Face to face training. The district reviewed MDE guidance documents. (should my student take the alternative assessment) Reviewed the interactive tool for appropriate assessment selection.	ISD Staff
DSISD and special education personnel	10/16/2019	Face to face training. Special education personnel discussed the appropriateness of assessment for a child than just using data alone. We also selected a student to trial interactive tool.	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	1126
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	22
<b>Projected Participation Rate</b>	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. At least one local development plan must be submitted to proceed.

Audience	Topics and Method of Training	Date
Administration and special education personnel	Face to face. We will look at criteria for CI eligibility in the district and how it relates to the data needed for IEP teams to make appropriate assessment selection.	05/13/2020

## 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: Gladstone 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	0.6	0.3	0.6	+
Mathematics	0.6	0.3	0.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	0	1.6	+

## Professional Development Provided

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

Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Providers, Service Providers, and Administration	01/17/2019	Face to face training. District chose a student from each building where the appropriate assessment to be given was under consideration. Each team used the MDE's interactive tool to guide what the decision for the appropriate assessment would be based on that guidance.	ISD Staff
Special Education Providers, Service Providers, and Administration	10/29/2019	Face to face. Reviewed guidance document, "Should my student take the alternate assessment?" Secondly, ISD staff demonstrated where to find the interactive tool within our electronic IEP system.	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	801
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	5
<b>Projected Participation Rate</b>	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
Special Education Providers, Service Providers, and Administration	Face to face. Determining/Reviewing the criteria for CI eligibility and how it relates to data needed for IEP teams to make informed decisions on what assessment is appropriate. We are going to look at student level data of which student s are currently taking an alternate assessment and to review the data the IEP teams used to make that determination.	05/19/2020

## 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 have been using the tool to make informed decisions and currently our district has 1.6% in only one area, social studies. Otherwise, in English and math we are under the cap of 1%.*





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

## Member District: Rapid River 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	0.6	0.7	+
Mathematics	0	0.6	0.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

## Member District: **Big Bay De Noc 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	0	1.1	1.1	No change
Mathematics	0	1.1	1.1	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change

### Professional Development Provided

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

Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Informational Session with Administration, Testing Coordinators, and Special Education Staff	01/10/2019	Guide to State Assessments, IEP Training, B-13	ISD Staff
Informational Session with Administration, Testing Coordinators, and Special Education Staff	05/02/2019	1% Cap Justification Forms, Assessment Selection Guidance Training, Assessment Selection Interactive Decision-Making Tool,	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	95
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
<b>Projected Participation Rate</b>	2.1%

## Local Plan

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

Audience	Topics and Method of Training	Date
Administration, Testing Coordinators, and Special Education Staff	Assessment Selection Interactive Decision-Making Tool, Assessment Selection Guidance Training, 1% Cap Justification	01/09/2020

## 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

*With only 95 students testing, one student taking the MI-ACCESS Assessment puts the District over the 1% cap. The process is in place to correctly select the appropriate assessment for the individual student through the IEP team process. The IEP Team has been appropriately trained and utilizes the MDE Assessment Selection Tool to appropriately pick assessments based on individual student needs.*



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

## **Member District: Bark River-Harris School District**

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

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

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

### **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	1	1	0.5	-
<b>Mathematics</b>	1.2	1	0.5	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.5	1.7	0.7	-



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

## Member District: **Mid Peninsula 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
<b>English Language Arts</b>	1.1	0	1.2	+
<b>Mathematics</b>	1.1	0	1.2	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	0	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.

<b>Audience</b>	<b>Date Occurred</b>	<b>Topics and Method of Training</b>	<b>Delivered by</b>
Admin and SPecial Education providers delivered by ISD staff	01/22/2019	Face to face training provided. Topic was staff reviewing and interacting with the alternative assessment tools. Also we reviewed MDE guidance documents on alternative assessments.	ISD Staff
Admin and Special Education providers delivered by ISD staff	10/15/2019	Face to face training provided. Topic was staff reviewing and interacting with the alternative assessment tools. Also we reviewed MDE guidance documents on alternative assessments. We also reviewed the interactive tool within our electronic IEP system. Discussed IEP teams process of utilizing that same tool.	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.

<b>Projected Participation Rate</b>	<b>Number</b>
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	97
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
<b>Projected Participation Rate</b>	0%

## 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 providers and administration	Face to face..... determining and reviewing the criteria for CI eligibility and how that relates to additional data that may be needed for IEP teams to make informed decisions of the appropriate assessments.	05/12/2020

## 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

*With our relatively low number of test takers, one or two students put us over the 1% cap. We feel we are making informed decisions, and utilizing all tools and resources, to best make informed decisions.*

## ISD Comments (if ISD returned to district for modifications)

*Please review the anticipated number of students to take Mi-Access next year. I show 0 based on grade level in Illuminate.*





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

## Member District: Manistique 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	1.6	1.9	1.5	-
Mathematics	1.6	1.6	1.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.5	1.9	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 Providers	01/17/2019	Face to face. Topic was staff participation in using the alternative assessment interactive tool. Guidance doc. reviewed, "Should My Student Take the Alternative Assessment"	ISD Staff
Special Education Providers, Service Providers, Administrators	10/17/2019	Face to face. Topic was reviewing staff participation in using the alternative assessment interactive tool. Guidance doc. reviewed, "Should My Student Take the Alternative Assessment"	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	413
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
<b>Projected Participation Rate</b>	1.5%

### Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Providers, Service Providers, and Administrators	Face to face. Topic - determining/reviewing the criteria for CI eligibility and how it relates to data needed for IEP teams to make informed decisions of what assessment is appropriate.	05/21/2020

## 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

**ISD Comments** (if ISD returned to district for modifications)

*PD has to be January 19th to the present.*