

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: Genesee 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)	36
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)	26

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
06/07/2019	Reviewed MDE recommendations based on submitted justification data for Genesee ISD schools. Individual recommendations were shared with local special education directors. Additionally, reviewed assessment selection guidance training document and assessment selection interactive decision making tool on MDE website.
09/20/2019	Meeting with local special education directors included a presentation on General Supervision Monitoring, which included a review of the Part B results matrix data.
10/18/2020	Meeting with local special education directors included a presentation on General Supervision Monitoring, which included a review of alternative assessment data participation and disproportionality data.
09/16/2019	Parent Advisory Committee Meeting included an review of the "Should My Student Take the Alternative Assessment" document made available by MDE.
10/24/2019	Parent Advisory Committee Meeting included a review of the interactive alternative assessment selection tool

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
LakeVille Community School District	03/02/2020	LakeVille Community School District was without a special education director at the time that the district justification form was due so technical assistance was provided to help the district with calculating the anticipated participation for next school year as well as other areas of the form.

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

Continue to provide access to the MDE interactive tool and Should My Student Take the Alternative Assessment document.

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: **Genesee 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	95.7	95	97.3	+
Mathematics	95.7	95	96.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	25	36.4	50	+

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	01/24/2020	Review of Mi-Access scores	ISD Staff
Parent Advisory Committee	09/16/2019	Shared "Should My Student Take the Alternative Assessment" document by MDE	ISD Staff
Parent Advisory Committee	10/24/2019	Shared MDE interactive alternative assessment selection 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

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

Assessment Data Table	Number
Total Number of students tested overall	255
Total Number of students tested with MI-Access	248
Students in center-based program from outside district	255
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	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	279
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	268
Projected Participation Rate	96.1%

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 Directors	Professional development session to provide technical assistance to local districts that are at or above the 1% cap or have had an increase in the percentage of students taking the alternative assessment. A review of the MDE interactive tool and district assessment data will be facilitated.	09/15/2020
Special Education Directors	Professional development session to review MDE interactive tool and review county and individual district alternative assessment participation rates.	10/15/2020

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: Woodland Park 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	1.1	2.3	0.8	-
Mathematics	1.1	2.3	0.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	2.4	0	-



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

Member District: **Grand Blanc 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	1.7	1.8	2.6	+
Mathematics	1.3	1.8	2.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	3.7	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
Grand Blanc Special Education Staff	02/20/2019	Students taking the MI-Access and eighth grade students taking the PSAT. Students taking the assessments and accommodations were discussed in a staff meeting held on Wednesday, February 20, 2019 during the half day professional development.	District Staff
Genesee Special Education Directors	10/18/2019	Genesee Special Education Directors Fall Conference- Steve Polega presented 1% threshold for Mi-Access and required justifications.	ISD Staff
Grand Blanc Special Education Staff	11/06/2019	Information gained from Bay City Conference provided in a staff meeting to staff.	District Staff
Grand Blanc Special Education Staff	01/31/2020	Catamaran Webinar - staff is small so we watched it as a team.	MDE
Grand Blanc Special Education Staff	02/05/2020	Staff meeting during Wednesday professional development. Those students taking the Mi-Access and eighth grade students taking the PSAT in 2020 were discussed with their corresponding accommodations.	District Staff
Grand Blanc Special Education Staff	02/12/2020	Staff meeting consisted of a review of the files for each of the students taking the alternate assessment.	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

Please describe other justification:

Grand Blanc Academy's total student count grades three through eight is 210. A maximum of 1% of students taking the MI-Access would be two students. We currently have two eighth grade students, two fourth grade students and one third grade student taking the alternate assessment. Both of our eighth grade students use an alternative curriculum for reading and mathematics and one student is both hearing impaired and cognitively impaired.

Grand Blanc Academy's student body is drawn from Flint neighborhoods - both urban and poverty ridden. A majority of our students are not on grade level. In addition, we are pulling students who are part of the Flint Water Crisis. There is an increase in students presenting with behavioral difficulties, cognitive difficulties and speech impairments that may be attributed to the lead in the water.

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	210
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
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
Grand Blanc Special Education Staff	Early Release Wednesday, Staff Meeting. Special Education Staff will review students taking alternate assessment in 2020. We will also review "Should My Student Take the Alternate Assessment."	02/19/2020
Grand Blanc Special Education Staff	Early Release Wednesday Staff Meeting. Essential Elements for eighth grade, fourth grade and third grade will be reviewed.	02/26/2020
Grand Blanc Special Education Staff	Early Release Wednesday Staff Meeting. Staff will review video on alternate assessments on the MDE website and discuss.	03/04/2020

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

Grand Blanc Academy's relatively small student body combined with the urban and poverty-ridden area from which the student body is drawn increase the probability that students taking the alternate assessment may be over 1%.



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

Member District: Northridge 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	3.3	0	0	No change
Mathematics	3.2	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	3.6	0	0	No change



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

Member District: International Academy of Flint

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	1.7	1	1.6	+
Mathematics	1.7	1	1.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.5	1.5	2.8	+

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	09/23/2019	We reviewed the Interactive Decision Making Tool https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html	District Staff
Special education teachers	08/23/2019	Assessment Selection Guidelines Tool https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html	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	535
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
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 Case Managers	I will be retraining the case managers on the Interactive Decision Making Tool again. As a district, we need to complete some amendments to fall within the 1% CAP. We will review the students scheduled for Mi-Access and complete amendments.	03/02/2020

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: Linden Charter 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	1.5	1.5	0.8	-
Mathematics	1.5	1.5	0.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.8	3.3	0.6	-



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

Member District: Burton Glen Charter 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	1.6	0	0	No change
Mathematics	1.6	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.7	0	0	No change



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

Member District: **Flint City 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	6	6.3	5.8	-
Mathematics	5.9	5.8	5.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	6.8	6.1	5.9	-

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
Building Administrators	07/25/2019	Special Education Procedures and Practices updates . Link to State Assessment tool included in PowerPoint	District Staff
Ancillary staff	08/16/2019	Special Education Procedures and Practices updates. Link to State Assessment tool included in PowerPoint	District Staff
All special education Staff	08/16/2019	Link posted in our shared drive for all special education staff to access.	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:

Flint Community Schools due to numerous extraneous factors is at a 24% identification rate as students with disabilities. This is a rate greater than 10% above the state average. In addition 2018 2019 MI School Data indicates that the state average % of students identified as CI is 8.85% total, Flint Community School has identified 18.18% of students identified as CI, again almost 10% above the state average. We are confident that we are only identifying students with true cognitive impairment and as determined by the IEP team, it would be inappropriate for them to take the M-Step. It is our hypothesis that this inflated identification rate is caused by numerous factors such as lead in the drinking water, poor nutrition and generational trauma within our community.

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	2034
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	82
Projected Participation Rate	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
All certified LSS teaching staff including "Long-Term Guest Teachers" (LTGT) will be trained on guidelines and interactive decision-making tool to ensure understanding of appropriateness of alternative assessment. This training will be one that allows all certified LSS staff and LTGT the opportunity to examine downloaded case studies to interact in small groups with administration staff to determine appropriate decisions regarding assessments for special education students. In addition, the relevance of exposure to common core curriculum will be highlighted. Training will be done by building in small group for better understanding	Special Education PD in person and link on shared drive	01/31/2020

<p>All IEP Ancillary team members will review interactive decision-making tool to ensure understating of appropriateness of alternate assessment. Team will be required to answer "don't know" to the first question, which will prompt the team to review each of the inclusionary factors specifically. This training will be one that allows all IEP Ancillary team members the opportunity to examine downloaded case studies to interact in small groups with administration staff to determine appropriate decisions regarding assessments for special education students.</p>	<p>Ancillary PD</p>	<p>08/19/2019</p>
<p>MDE documents: Michigan's Alternative Assessment: What it is and what it means; and Parent Guide to MI-Access will be uploaded the Learning Support Services Link on the Flint Community Schools Web Page.</p>	<p>On line</p>	<p>01/31/2020</p>
<p>All building administrators will review and be aware of interactive decision-making tool. Link to tool will be placed on district LSS shared drive so staff can easily locate and</p>	<p>Principal's PD in person and link provided</p>	<p>07/25/2019</p>

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: **Grand Blanc 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	2.2	2.7	2.5	-
Mathematics	1.9	2.5	2.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.9	1.8	2	+

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
Genesee County Special Ed. Directors	06/07/2019	1% CAP Information – General and Local District Guidelines - Reviewed District Data and recommendations from MDE.	ISD Staff
Special Education Teachers	10/03/2019	Reviewed district data and reviewed the online Assessment Selection Interactive Decision Making Tool	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	4378
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	111
Projected Participation Rate	2.5%

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 Staff	Reviewing district data. Reviewing the Decision Making Tool for determining appropriate assessment.	05/15/2020
Administrators	Reviewing district Data. Walking them through the Assessment Selection Interactive Decision Making Tool to determine appropriate state assessment for students	05/15/2020

Disproportionality

Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment?

Yes No

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

Economically Disadvantaged Status

Subject	Plan
English Language Arts	Based on the data many of our students who are economically disadvantaged also are students eligible for IEPs. Our plan is to look at the students previous scores see how they are performing on the state assessments if they are surpassing the MI-Access they should be moved to the M-Step. We will also review our curriculum and instruction and ensure it is moving students forward. We will ensure the student is taking the appropriate state assessment.
Math	Based on the data many of our students who are economically disadvantaged also are students eligible for IEPs. Our plan is to look at the students previous scores see how they are performing on the state assessments if they are surpassing the MI-Access they should be moved to the M-Step. We will also review our curriculum and instruction and ensure it is moving students forward. We will ensure the student is taking the appropriate state assessment.

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: **Mt. Morris Consolidated 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	4.4	3.6	2.6	-
Mathematics	4.4	3.6	2.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	4.1	2.9	2.2	-

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	02/05/2019	During PLCs through the month of February, 2019 all special education staff were shown the flowchart and decision-making tool on the MDE website.	District Staff
Special Education Staff	08/06/2019	A district-wide special education meeting was held and a review of the decision-making tools were conducted.	District Staff
Special Education Staff	12/11/2019	During the month of December, 2019, PLCs (Elementary, Middle and High School) were shown the MDE Decision-making Presentation, a sample was completed as a group, and questions were answered concerning it.	District Staff
Administration	11/14/2019	Review of the MDR Decision-making Tool was conducted and discussed.	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:

Last school year, the State of Michigan average for Special Education was 14.2% of total students. Mt. Morris Consolidated Schools had 18.9% of its students identified. In addition, the State of Michigan average for Cognitive Impairments was 8.8% and Mt. Morris Consolidated Schools had 11.0%. While programming, referral processes and supports have been reviewed, updated and implemented, we still have higher numbers than average districts within the state. These areas will continue to be reviewed and modified on a yearly basis. All decisions for alternative assessments have been made through the IEP process for each of the students identified.

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	861
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	17
Projected Participation Rate	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
Administrators	All administrators will be shown the MDE Decision-making Tool Presentation and questions will be addressed.	03/31/2020
Special Education Staff	During a district-wide training in the summer, training will be conducted on Alternate Content Standards and a review of the assessment selection will be done.	08/21/2020
Parents	The Decision-making Flowchart will be shared/used during the IEP process with parents and the team for better understanding of the alternative assessment selection.	06/12/2020

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



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

Member District: Goodrich 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	0.1	0	-
Mathematics	0	0.1	0	-
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: **Bendle 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	2.8	2.5	2.3	-
Mathematics	1	2.5	2.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.1	2.3	2.3	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	09/03/2019	Alternative Assessment; 1% Justification: Process for determining alternative assessment; MDE tools and district resources delivered via professional Development	District Staff
Special Education Staff	12/05/2019	Technical Assistance provided clarifying process for determining justification of most appropriate assessments for individual students.	District Staff
Administration	01/27/2020	Technical Assistance and resources provided clarifying process for determining justification of most appropriate assessments for individual students.	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:

Bendle Public Schools is a small community which has been overwhelmingly impacted by poverty and trauma. Research has continued to support that both poverty and trauma are factors that significantly impede development. Training, technical assistance and resources have been provided to district SE staff, administrators and parents with regard to alternative assessments and what is most appropriate for each student. IEP teams consider all relevant information and factors when determining the most appropriate assessments for students.

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	611
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	18
Projected Participation Rate	2.9%

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
Parents	MDE resources and tools for understanding when a student should take Mi ACCESS alternative testing will be provided and reviewed at annual IEP meetings	02/12/2020
GE Staff, SE Staff, Administrators	MDE Assessment Selection Guideline documents will continue to be shared with all relevant IEP team members.	02/12/2020
GE Staff, SE Staff, Administrators	Opportunities to access updated training relevant to specially designed instruction, alternative assessment options and the assessment selection process will continue to be made available.	02/12/2020

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



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

Member District: Genesee 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	5.9	5.2	4.3	-
Mathematics	6.5	5.2	4	-
Science	N/A	N/A	N/A	N/A
Social Studies	5.7	4.8	5.1	+

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
All certified Staff	08/19/2019	All certificated staff including general education teachers and administration reviewed guidelines and interactive decision making tool to ensure understanding of appropriateness of alternate assessment. This training allowed all certificated staff members including general education teachers the opportunity to examine downloaded case studies to interact in small groups with special education staff to determine appropriate decisions regarding assessments for special education students.	District Staff
Special Education Staff	01/20/2020	Special Education staff reviewed all individual students on caseloads to gather data on present levels of academic and functional performance including district assessments, past alternate assessments and state assessments, cognitive evaluations, achievement evaluations, adaptive evaluations, coursework, and eligibility to determine appropriateness of taking the alternate assessment as guided by MDE documentation and guidance.	District Staff
IEP Team Members	02/19/2020	Based on individual students, IEP Team members review the interactive decision making tool to ensure understanding of appropriateness of alternate assessment for the student. The team answered "don't know" to the firsts question which prompted further review of each of the inclusionary factors specifically.	Other IEP Team members
All parents of special education students received a copy of Michigan Department of Education's Alternative Assessment: What it is, what it means, and what it offers, and the Parent Guide to Mi-Access	11/04/2019	Parents were provided this information at Parent Teacher Conferences as a precursor to IEP team meetings.	Other Parents, Special Education Teachers

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	368
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate	1.6%

Local Plan

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

Audience	Topics and Method of Training	Date
All certified Special Education staff	All certificated staff will review guidelines and interactive decision making tool to ensure understanding of appropriateness of alternate assessment. This training will all certificated staff the opportunity to examine downloaded case studies to determine appropriate decisions regarding assessments for special education students.	08/24/2020
IEP Team Members	Based on individual students, IEP Team members review the interactive decision making tool to ensure understanding of appropriateness of alternate assessment for the student. The team will answer "don't know" to the firsts question to prompt further review of each of the inclusionary factors specifically.	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

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

In order to meet the needs of individual students in the most-least restrictive environment, each student is analyzed to ensure the most appropriate supports for him or her. Although we are a small district and are aware that staying at or under 1% is difficult, we meet as a team to look at all data including historical assessment data to make the best decision for the student. This year we have greatly reduced our number of students taking the alternate assessment because of this plan and process. In reviewing our trend data we have decreased our alternate assessment percentage greatly and anticipate further decrease in numbers based on decisions we are making with least restrictive environment in our elementary and secondary schools. The specific and individual analysis allows us the ability to examine not only our testing practices but our services to students as well.



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

Member District: **Carman-Ainsworth 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	2.7	2.7	2	-
Mathematics	2.7	2.7	2	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.3	2.8	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 Teachers and service providers	02/04/2019	PLC Presentation	District Staff
Special Education Teachers and service providers	10/16/2019	PLC Presentation	District Staff
Special Education Teachers and service providers	01/09/2019	PLC Presentation	District Staff
Special Education Teachers and service providers	01/29/2020	PLC Presentation	District Staff
Administration	01/04/2019	Email with link to MDE Tool	District Staff
Special Education Teachers and service providers	02/18/2020	Email with link to MDE Tool	District Staff
Special Education Teachers and service providers	10/02/2019	PLC Presentation	District Staff
Special Education Teachers and service providers	10/16/2019	PLC Presentation	District Staff
Administrators	10/08/2019	General Administrative Meeting presentation.	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:

We serve a very high at-risk and special needs population with many students living in a poor urban area without resources. Our families also lack many resources. Our population of student with a cognitive impairment is significantly higher than many of the surrounding suburban districts. Approximately 13% of our Special Education population are students who are eligible with a cognitive impairment. Many still receive services in general education settings. We operate 2 elementary multi-categorical classrooms who serve students who function as if they have a mild cognitively impairment, 2 Middle School , and 2 High school multi-categorical classrooms serving approximately 87 students which is about 13% of our spec. ed. population. In those classrooms are also students with ASD or other disabilities who function at a Mild CI range. We about 60 students in the 3rd through 8th and 11th grades who are educated in a program that is most closely aligned with the Essential Elements. They represent about 3.0% of our students in the 3rd through 8th and 11th grade who take state assessments.

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	1986
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	57
Projected Participation Rate	2.9%

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/Service Providers	Assessment Selection, alternate content standards	06/10/2020
Administrators	Assessment Selection, alternate content standards	06/10/2020
General Education Teachers	Assessment Selection, alternate content standards	06/10/2020

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 will continue to communicate and train staff on the use of alternate assessments. Our current rate matches the percent of students we have that are being educated on content standards that are most closely aligned to alternate content standards such as the Essential Elements.



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

Member District: Fenton 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	0.6	1	0.7	-
Mathematics	0.6	1	0.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.3	0.6	0.6	No change



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

Member District: **Kearsley Community 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	3.3	2.9	3.6	+
Mathematics	3.2	2.8	3.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.9	3.3	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
Special Education Staff	01/21/2019	Special Education Staff signed into training. PPT presentation was prepared and delivered by special education director. This included links to the MDE on-line interactive decision making tool and MDE on-line assessment selection training module. Handouts, included those produced by the	District Staff
District Administrative Team	07/31/2019	A review of MDE decision making documents pertinent to state assessments was completed with district level administrators. This was provided by the special education director.	District Staff
Special Education Staff	08/21/2019	A review of MDE decision making documents pertinent to state assessment was completed with district special education staff. Alternative assessment percentages from the previous three years were reviewed as well.	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

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

Assessment Data Table	Number
Total Number of students tested overall	1338
Total Number of students tested with MI-Access	55
Students in center-based program from outside district	9
Adjusted Total	1329
Adjusted Participation Number	46
Adjusted Rate	3.5%

Is there other justification to provide?

Yes No

Please describe other justification:

Kearsley Community Schools continues to enroll students, the great majority through School of Choice, who have developmental, educational and behavioral needs which require a self contained setting. Most of these students are from Flint Community Schools. Many of these students entered the district with IEP's which required a self contained program which removed access to general education experiences in primary content areas including mathematics, science, ELA and social studies. To provide illustration of this growth, the district, which has an enrollment of approximately 2950 students (Fall, 2019) currently operates seven self- contained classrooms, all of which are considered cross categorical classrooms. We currently have 82 students enrolled in those programs. Of those 82 students, 25 have been enrolled into those programs since September, 2018 which have had needs which have required a self-contained placement. The district continues to growth to meet the needs of students with exceptional learning needs. In addition, Kearsley Community Schools also operates a Section special education consortium program through a 1751 agreement. This program was developed to assist smaller neighboring school districts who do not operate self contained programs for students with significant cognitive deficits. Districts that have students in the Kearsley through 1751 designation include Bentley Community Schools, Bendle Area Schools, Atherton Schools and Genesee Schools.

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	1539
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	52
Projected Participation Rate	3.4%

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 Staff	Professional Development/District Level Staff Meeting (1% Participation one of the topics - MDE materials reviewed and shared)	08/21/2019
Administrative Staff	District Administrative Retreat (1% Participation discussed - MDE materials reviewed and shared)	07/31/2019
Special Education Staff/Administrative Staff	1% Participation will be an ongoing topic presented to district administrators and special education staff at Kearsley during Summer Professional Development/General Meetings held prior to the beginning of each school year.	08/01/2020

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



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

Member District: **Flushing 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	2.9	2.4	-
Mathematics	3.2	2.9	2.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.3	2.8	2.6	-

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 teachers	10/04/2019	1% Alternative Assessment information and selection tool email	District Staff
Administrators	10/10/2019	1% alternative assessment information and Alternative Assessment selection tool demonstration	District Staff
Special Education teachers	10/16/2019	1% alternative assessment information PD and Alternative Assessment selection tool demonstration	District Staff
Special Education teachers	11/20/2019	Alternative Assessment flowchart training discussion during PD	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	2300
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	40
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 teachers	PD training on assessment selection and use of selection tools provided	10/16/2019
Special Education teachers	PD training on assessment selection and use of selection tools provided	11/20/2019

Disproportionality

Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment?

Yes No

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

Economically Disadvantaged Status

Subject	Plan
English Language Arts	Train all involved in the IEP team process on the state guidelines for participation in the alternate assessment. Use the online Assessment Selection Interactive Decision-Making Tool found on the MI-Access web page.
Math	Train all involved in the IEP team process on the state guidelines for participation in the alternate assessment. Use the online Assessment Selection Interactive Decision-Making Tool found on the MI-Access web page.

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: Atherton 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	0.5	1.3	1.5	+
Mathematics	0.5	1.3	1.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.5	2.2	1.5	-

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	08/28/2019	Beginning of school year meeting we review procedures for IEP meetings which included state assessment data and determination for assessments.	District Staff
Review of State Assessment Data	06/07/2019	1% CAP Information – General and Local District Guidelines provided by the GISD at a County Directors 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

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	411
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	8
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
Admin, Special Education teachers	Determining appropriate State Assessment - Train staff on using the Online Selection Interactive Decision-Making Tool for determining appropriate state assessment.	04/22/2020

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: Davison 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	1.6	1.7	+
Mathematics	2.1	1.7	1.7	No change
Science	N/A	N/A	N/A	N/A
Social Studies	2.1	1.8	2	+

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
Parents	09/10/2019	During IEP's the Special Education Coordinator discusses this topic with parent	District Staff
Staff	09/09/2019	During opening Special Education staff meeting the state guidelines were reviewed and discussed	District Staff
Staff	09/10/2019	During IEP meetings the Special Education Coordinator reviews the state guidelines with the team	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:

A review of the data indicates that the percentage of students participating in the alternate assessment has remained relatively constant for the past two years. The assessment to be taken by any student with an IEP is determined as part of the IEP team process. The team members offer input as to what accommodations and modifications are in place for the student. In addition, the discussion includes information and input from all regarding the curriculum that the student is utilizing; this may be the Common Core Curriculum or the Essential Elements. Based on the data, staff and parent input and the state guidelines, the team makes a recommendation regarding the state assessment.

We hypothesize that the school staff may believe that if a student is enrolled in programming designed for students with cognitive impairments, they may automatically suggest the alternate assessment. There is a need for additional training on how to determine which assessment is most appropriate for each student.

Another contributing factor may have been that too many students were being placed in self-contained classrooms for students with cognitive impairments. In response to that, the district created/opened an elementary resource classroom for the 2019-2020 school year. This addition to our continuum of services will allow students to access the general education curriculum while still receiving the support and specialized instruction required to meet their individual needs. We anticipate that the percentage of students taking the alternate assessment in the spring of 2020 will decrease due to this.

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	3165
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	44
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
Staff	Alternate Assessment Determination professional development. The first part of the training will be to review the state guidelines. The second step will be to discuss our newly developed, continuum of services guidelines. We added a new classroom this year at the elementary level to allow students who were previously in the program for students with cognitive impairments the opportunity to be included with their general education peers and have additional access to the general education curriculum. We will review and train so that staff know how to make programming recommendations at the IEP meetings.	04/20/2020

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: **Clio 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	4.2	3	2.7	-
Mathematics	4.1	3.2	2.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.7	2.5	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
Special Education Teachers	05/20/2019	Reviewed MDE Interactive Tool for proper placement in relationship to building assessment data	District Staff
Special Education Teachers	09/16/2019	Reviewed MDE Interactive Tool for proper placement in relationship to building assessment data	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:

The district continues to in-service staff regarding the alternate assessment provisions and while there are still students that are not identified as CI, the IEP teams are making these decisions on a case by case basis, which include input from the parent. We expect this downward trend to continue.

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	1500
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	12
Projected Participation Rate	0.8%

Local Plan

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

Audience	Topics and Method of Training	Date
Parents	Provide parents in IEP meetings the state guidelines for participation in the alternate assessment.	08/20/2020
Administrators	Review the MDE interactive tool for proper placement in state summative assessments	06/11/2020
Teachers	Review the MDE interactive tool for proper placement in state summative assessments	08/19/2020

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: Swartz Creek 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	0.8	0.8	0.6	-
Mathematics	0.8	0.7	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	0.5	0.5	No change



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

Member District: Lake Fenton 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	1	0.9	0.6	-
Mathematics	1	1	0.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.7	0.8	0.6	-



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

Member District: Westwood Heights 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	1.4	2	1.8	-
Mathematics	1.4	2	1.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	1.8	1.5	-

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
Administrators	08/08/2019	1% interactive modules shared	District Staff
All Special Education Staff	10/22/2019	At District PD Staff completed interactive modules and discussed essential elements and self-contained students	District Staff
Special Education Staff	01/08/2019	PLCs take place the 2nd Tuesday of every month, the interactive has been revisited along with the 1% Guidance Document (at various meetings).	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:

The district's percentage of students that participate in the Mi ACESS has decreased since 2018, due to professional development and accurately determining student's skill levels. We remain above the 1% threshold due to ability levels of the students that require the alternative assessment. Each student has been vetted via the State's Mi Access interactive tool and has met the requirements. The IEP teams have made a conscious effort to NOT over-identify for the alternative assessment.

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	677
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	11
Projected Participation Rate	1.6%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Review of Alternate Assessment Criteria, Using the interactive models, offer more training on differentiation to keep students in general education curriculum	04/21/2020
Administrator's Workshop	Interactive tool and 1% CAP State document	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

District Comments

The students that take the alternate assessment are truly working within the constraints of the Essential Elements. These students achieve lower than 6th percentile of all students tested. These individuals, per their IEP, are experiencing significant cognitive impairments and/or present as if.



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

Member District: Bentley Community 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	1.7	2.1	+
Mathematics	1.9	1.7	2.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.5	2	0.6	-

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
General Education Teacher	02/12/2020	Information discussed regarding the 1% Cap and district information regarding alternative assessments.	District Staff
Administrator	02/13/2020	Information discussed regarding the 1% Cap and district information regarding alternative assessments.	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	425
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	8
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	Training on assessment selection	09/30/2020

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.

The District would benefit from having the ISD staff assist with professional development for special education teachers on determining the most appropriate state summative assessment tool based on the state guidelines

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: **Beecher Community 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	5.1	2.8	1.9	-
Mathematics	5.1	2.8	1.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	4.1	3.6	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
Special Education Teachers	01/27/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Administrators	01/23/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available that are available to understand the Assessment Selection Process.	District Staff
Support Staff	01/27/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection ProcessAssessment Selection Process.	District Staff
General Education Staff	01/27/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Parents	01/27/2020	Understanding Alternative Assessments Process, the assessment selection and why my child is or is not taking MI-Access.	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

Please describe other justification:

Beecher Community School District is a fairly small school district that has only 734 students in grades K-12. During the 2017 and 2018 school year we had a high influx of transferring students already having been identified and found eligible to receive special education programs and services as a student with a cognitive impairment. This attributed to our increase of students taking an alternate assessment for the 2017 and 2018 school year. Although there was a substantial decrease in the 2019 school year, we also saw a substantial decrease in our general education total enrollment. This factor resulted in a higher than 1% participation rate.

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	360
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	8
Projected Participation Rate	2.2%

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
Special Education Teachers	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training, Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/07/2020
General Education Teachers	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training, Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/26/2020
Administrators	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training, Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/26/2020
Support Staff	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training, Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/26/2020

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

Our District is working diligently to follow the alternate assessment participation guidelines to ensure that our IEP Teams follow the state guidelines to prevent the district from unnecessarily exceeding the 1% CAP. Additionally, our district reviews our data and we are having ongoing Professional Developments with our staff and parents to safeguard that instruction is targeted appropriately, that the IEP Team considers all of the inclusionary and exclusionary factors, are utilizing the online training on alternative assessments and that they are reviewing their copy of guidance documents that have been shared with them.



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

Member District: Linden 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	2.4	2	2.2	+
Mathematics	2	2	2.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.4	1.9	1.5	-

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 Ed. Case Managers	10/16/2019	Shared information about 1% CAP including flow chart and interactive guide for alternative assessments with sp. ed. staff.	District Staff
Special Ed. Casemanagers and Administrators	11/25/2019	Shared information about 1% CAP and districts goal to meet this target	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:

Our district runs a consortium program for student with mild cognitive impairments. We have an S2E2 which was submitted to MDE. Based on the numbers provided to me, it appears that students from all three districts are reflected in our percentages, not just Linden students. For example, in Spring 2019, we only had 14 Linden students taking an alternate assessment. Yet, our data reflects 31 students. This number would include the students attending our program from the other two districts. Therefore, the data is not accurate. Based on my calculations, we would be right around 1.2%

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	1451
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	14
Projected Participation Rate	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 Teachers, Administrators	In person professional development will be provided to again share interactive document and review protocol for selecting alternative assessments.	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: **Montrose 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	2.3	2.1	1.7	-
Mathematics	2.3	1.9	1.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.8	2.6	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
Special Education Staff, Building Principals	01/10/2019	Department Newsletter review and reminder: Review state assessment data and participation. Review of Mi-Access scores regarding specific student progress on previous assessment, and documented participation in current assessment cycle as calculated by the IEP team for the current IEP.	District Staff
Special Education Staff PLC meeting	02/27/2019	Re-introduction of the online interactive decision-making tool and the "Should my student take the alternate assessment" parent document to use with parents at IEP team meeting.	District Staff
Special Education Staff PLC meeting	03/20/2019	Reminder to staff to continue to use both the interactive decision-making tool, and the "Should my student take the alternate assessment" parent document in lieu of any MEAP tools or literature.	District Staff
Special Education Staff PLC meeting	09/18/2019	Direct Training of all special education staff using the Online Assessment Training tool. All staff completed the module together, engaged in dialogue for questions and clarifications, and were again guided to incorporate both the interactive decision-making tool and the "Should my student take the alternate assessment" parent document with IEP team meetings and state assessment participation considerations.	District Staff
Special Education Staff PLC meeting	10/31/2019	Assessment tool check-in with staff: review of use at IEP meetings, how staff were incorporating both the interactive tool and the parent guidance document, specific review of parent understanding and involvement with the decision making tool and/or the parent guidance document, and to again revisit the need to use this information in the context of the IEP team decision making for state assessment participation.	District Staff
Special Education Staff, Building Principals	01/08/2020	Department email reminder: Review state assessment data and participation. Review of Mi-Access scores regarding specific student progress on previous assessment, and documented participation in current assessment cycle as calculated by the IEP team fro the current IEP.	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	718
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	11
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
Parents/SE staff/service providers/GE staff	Parent/GE staff awareness will be ongoing and shall include introduction, explanation, and discussion of the parent guidance document, as well as the interactive online decision-making tool at IEP meetings per the case manager.	04/30/2020
SE staff/service providers	SE PLC team debrief regarding use of interactive decision making tool and parent guidance document at IEP team meetings	05/30/2020
SE staff/service providers	SE PLC training - review of Online Assessment Selection Guidelines Training, and parent guidance document to be used at IEP meetings for state assessment participation decisions	09/30/2020
SE staff/service providers/district and building administrators	Department Newsletter reminder: resources available for state assessment decision making, use at IEP team meetings, review of process with parents	10/30/2020
GE staff/district and building administrators	Awareness and training for GE staff regarding availability of online assessment selection guidelines training, use of the parent guidance document at IEP team meetings, and considerations for determining the appropriate state assessment participation	11/30/2020
SE Staff/building level administrators	Review of current state assessment participation as determined by IEP teams and reflected in current IEP documents, review of previous alternate state assessment scores for current students	01/30/2021

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: **LakeVille Community 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	0.6	0.7	1.2	+
Mathematics	0.6	0.7	1.2	+
Science	N/A	N/A	N/A	N/A
Social Studies	1	0.7	1.8	+

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	10/02/2019	Provided professional development and explained how to determine which students should participate in alternative assessments.	District Staff
Special Education Staff	10/02/2019	Resources added to electronic database and Special Services Resource Binder for availability in IEP meetings and to staff when internet not available.	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:

The district had two students with significant cognitive impairments in the 11th grade during the 2019 testing window. The district also had a student in the 5th grade with a significant cognitive impairment move into the district. This created a significant change in the number of students participating in the MI-Access FI assessment, which severely impacted the percentage of students participating in the alternative assessment when there were only have 600 students taking the M-Step assessment.

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	808
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate	0.7%

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
District Teaching Staff	MDE Alternative Assessment Tool reviewed during building staff meeting.	08/27/2020

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

District Comments

The district uses the MDE guidelines and online tool as a resource for IEP team members to decide which students will take alternate assessments. Staff understands how to access these resources both online and in the district's data base and resource binder.



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

Member District: Richfield 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:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.3	2.6	0.9	-
Mathematics	2.3	2.6	0.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.2	2.1	0.8	-



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

Member District: **Madison 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	0.5	1	2.4	+
Mathematics	0.5	1	2.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	1	3.1	+

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 staff and service providers	09/26/2019	Professional development with support staff explaining the state guidelines for alternative assessments. Reviewed guidelines and how to look at student data and review with guidelines.	District Staff
Special education staff and service providers	08/22/2019	Professional development with support staff explaining the state guidelines for alternative assessments	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

Please describe other justification:

There was an increase of special education students under the cognitive impairment eligibility area in the 2019 school year. Madison Academy has 1 student out of 29 special education students in grades 3, 4, 5, 6, 7, 8, 7, 8, 11 that now qualify under a cognitive impairment.

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	208
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	1
Projected Participation Rate	0.5%

Local Plan

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

Audience	Topics and Method of Training	Date
Special education and support staff	Professional development addressing: alternative assessments, state guidelines, reviewing student data and how to facilitate appropriate testing	03/25/2020

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: The New Standard 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	1.7	1.3	1	-
Mathematics	1.7	1.3	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.1	2.1	0	-



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

Member District: **WAY Academy - Flint**

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	2.5	+
Mathematics	0	0	2.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	2.9	+

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 Teachers	01/11/2019	Qualifications for students to take alternative assessments.	District Staff
Special Education Teachers and General Education	02/15/2019	Criteria for students to take alternative assessments.	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

Please describe other justification:

One student took the Alternative Assessment in our school with enrollment under 500 students.

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	23
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate	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 Teachers	Alternative Assessment Participation Criteria	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

District Comments

WAY Academy Flint had only 1 student take the Alternative Assessment.



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

Member District: **Greater Heights 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	0.7	5.1	6.1	+
Mathematics	0.7	5.2	4.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	6.9	2.3	-

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 including SLP	11/14/2019	Review guidelines, flowchart and 1% participation goal-In person discussion and review of documents	District Staff
Building Administration	11/15/2019	Review guidelines, flowchart and 1% participation goal-In person discussion and review of documents	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	147
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	1
Projected Participation Rate	0.7%

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
Admin and Special Education Staff including SLP	Assessment Selection, Reviewing the state issued documents to guide decision making	03/10/2020

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: Genesee STEM 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	0.6	1.8	0	-
Mathematics	0.6	1.9	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	1.9	0	-



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

Member District: **Eagle's Nest 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	1.5	3.3	1.1	-
Mathematics	1.5	3.3	1.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	7.1	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
Administrators	02/20/2020	1% Cap	ISD Staff
Special Education Teachers	02/20/2020	Assessment	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	176
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	1
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
Administrator	Will continue to review ISD and MDE issued materials and documentation regarding alternate assessments.	02/20/2020

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: Flex High School of Michigan

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	1	+
Mathematics	0	0	1	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	1	+



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

Member District: Flint Cultural Center 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	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