

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: Kent 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)	43
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)	16

Technical Assistance and Professional Development

Tier I: Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2019 test year data and justification form review. Include any professional development and targeted assistance the ISD offered to all member districts, provided by MDE and/or the ISD and MDE together.

Date Occurred	Summary of Technical Assistance and/or Professional Development
11/21/2019	John Jaquith and Marcia O'Brien from MDE provided Professional Development to Special Education Administrators. Focus areas included: -Overview of ESSA's 1% Cap on participation in the alternate assessment -Examination of State-wide data and ISD data -Examination of data trends -How can data mining at the local level help an LEA? -Draft Definition of Students with the Most Significant Cognitive Disabilities -Review of assessment selection guidance case studies call out -Providing Guidance to LEAs on targeting instruction
11/21/2019	At a Special Education Administrators meeting, Member Districts were provided their data and the Kent ISD Least Restrictive Assessment and Environment Planning Checklist which is a tool to accompany decision-making tools provided by the MDE for discussion, reflection, and future planning.
02/04/2020	At a Special Education Administrators meeting, Kent ISD reviewed previous professional learning opportunities regarding alternate assessment participation and provided an explanation of the Justification Form Activity.
02/04/2020	Interactive Decision-Making Tool linked within MiPSE IEP software to ensure IEP teams are utilizing the tool when making statewide assessment decisions
11/06/2020	Review of MDE and Kent ISD resources and professional learning opportunities regarding alternate assessment participation
01/18/2019	Kent ISD provided all Special Education Administrators with ESSA 1% information, along with MDE resources (e.g., Should My Student Take the Alternate Assessment, MiAccess Alternate Assessment and Administration information, and Assessment Selection Guidelines Training). Launch of Kent ISD Least Restrictive Assessment and Environment Planning Checklist.
11/06/2020	Kent ISD will present district alternate assessment data that compares eligibility and educational environments to the selection of statewide assessment.

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
Byron Center Public Schools	02/13/2020	TA provided in development of district plan to address alternate assessment rates.

Byron Center Public Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Cedar Springs Public Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Godwin Heights Public Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Grand Rapids Public Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Kenowa Hills Public Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Kentwood Public Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Rockford Public Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Sparta Area Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
William C. Abney Academy	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Wyoming Public Schools	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
Lighthouse Academy	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.

Byron Center Charter School	10/30/2020	This Member District will participate in an Alternate Assessment Workgroup to examine district-level data and develop a plan to address alternate assessment rates. Data will include alternate assessment proficiency, eligibility, and educational environments to the selection of statewide assessment.
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What resources or support is needed from MDE for the ISD to carry out the plan?

None at this time

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

*****This District Justification Form is incomplete.*****

Member District: Kent 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				
Mathematics				
Science	N/A	N/A	N/A	N/A
Social Studies				



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

Member District: **New Branches 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	2.2	1.7	0.6	-
Mathematics	2.2	1.7	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	1.8	0	-



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

Member District: West MI Academy of Environmental Science

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	0.7	-
Mathematics	0.8	0.8	0.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	0.7	0.6	-



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

Member District: Excel 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	0.8	0.6	0.6	No change
Mathematics	0.8	0.6	0.6	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0.6	+



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

Member District: **Byron Center Charter School**

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	4.3	3.5	-
Mathematics	2	4.3	3.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	3.4	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
New Special Education Teachers	02/10/2020	Staff trained on Utilizing the State Guidelines and Participation in the Alternate Assessments to make Assessment Participation decision. Discussed website and decision making sheet.	District Staff
Administrative Staff	01/09/2020	Met with Kirsten Myers, Special Education Director from Kent ISD and discussed ways to lower the amount of students taking alternative testing. Directly discussed the issues with our students and came up with strategies to improve student participation in state testing in the future.	ISD Staff
Parents	10/29/2019	Went over State Guidelines and Participation in Alternate assessments sheet with parents to discuss decision making process for their child.	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	130
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate	2.3%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Topics: Assessment Selection, Alternate Assessments, Alternate Content Standards Method of Training: Powerpoint, handouts, and group discussion	03/23/2020

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: Vista 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	0.9	1.1	0.6	-
Mathematics	0.7	1.1	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.7	1.3	0	-



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

Member District: Vanguard 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	0.2	0.4	0.4	No change
Mathematics	0.2	0.4	0.4	No change
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: Knapp 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	0	0	0	No change
Mathematics	0.2	0.2	0.2	No change
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: Walker 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	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



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

Member District: Cross Creek 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	0.4	0.4	0.4	No change
Mathematics	0.4	0.4	0.4	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0.6	0	-



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

Member District: **William C. Abney 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	1.3	2.5	+
Mathematics	2.3	1.3	2.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	0	4.8	+

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	02/10/2020	MDE training: During a PLC, we watched the MDE training video together. Guidance documents were shared and reviewed. Reviewed sample students to determine if they would require M-STEP or MI-Access. Reviewed online decision-making tool and practiced with one of our students. Reviewed students who are taking MI-Access this year. Based on feedback from beginning and end of PLC, teachers felt more comfortable with determining who should take the MI-Access.	District Staff
Special Education Teachers	02/15/2019	MDE Training: Viewed online assessment training video together, provided guidance documents, and reviewed online decision making tool on MDE.	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	181
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
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 and Service Providers	PLC: Review of Test Selection Tool; practice making choices with sample students	03/12/2020
Special Education Teachers, General Education Teacher Coaches	PLC: Planning for specialized instruction	03/31/2020

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: Creative Technologies 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	0	0	No change
Mathematics	1.3	0	0.6	+
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: Ridge Park 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	1.1	0.3	0.6	+
Mathematics	1.1	0.3	0.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0.9	0	-



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

Member District: **Chandler Woods 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	0.9	0.2	0.4	+
Mathematics	1.1	0.2	0.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.1	0	0.6	+



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

Member District: Grand Rapids Child Discovery Center

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	0	No change
Mathematics	0.8	0	0	No change
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: **Thornapple Kellogg 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	1.5	1.7	1.4	-
Mathematics	1.6	1.7	1.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	1.6	1.6	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
CI Team	03/06/2019	Caseload data dig Reviewing MDE and ISD document	District Staff
CI and ASD Team	12/04/2019	Caseload data dig Reviewing MDE and ISD document.	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

In TK we offer a MOCI k-12 classroom, a 1-4 ASD classroom and a 9-12 MICI classroom. All of those students are on a functional curriculum throughout the school day. At each of their IEP's we talk about the guidelines that the state and the ISD put out there regarding the alternate assessment. We address these topics with the parents and decide as an IEP team what is best for their child. We also, have a large group of students who were in 8th grade last year (9 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	1681
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	24
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
K-12 Resource Room Teachers, K-12 Self-Contained Teachers and K-12 Service Providers	We will have a professional development on March 4 that will go over the guidelines for the alternate assessment. During that time we will also review our M-Step and MI-Access data from 2019 to look at how our kids scored in all areas. I have done this with just our self-contained teachers, but it would be important for all teachers to look at the data. Each teacher and service provider will once again be given the document the ISD created in the past to have the correct talking points when you are considering a student taking an alternate assessment.	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

In Thornapple Kellogg we don't have any students who aren't in a self-contained classroom with a functional curriculum throughout their school day take an alternate assessment. We also, address the M-Step as well as the alternate assessment in great detail at each IEP meeting with the parents and the other service providers present to make sure it is an IEP team decision and that we are always having the student's needs front and center. Each school year we address the alternate assessment tip sheet at our beginning of the year PD.



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

Member District: Grand Rapids 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	4.6	4.6	4.2	-
Mathematics	4.5	4.5	4.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.2	2.3	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
SE Department Staff	10/01/2019	SE Supervisors Reviewed at individual Building Based Staff Meetings over the course of the month of October 2019.	District Staff
SE Department Staff	11/05/2019	PD large group with KISD	ISD Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	7761
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	149
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
Teachers, Service Providers, Principals	Alternate Assessment Tools for Decision Making - On or before the Fall 2020 Testing window, all Teachers, Service Providers, and Principals will be provided Tips and Tricks for Alternative Assessment Determination; including the Assessment FlowChart and the Interactive tool provided by M	08/03/2020
SE Supervisors	Will review each IEP with Alternative Assessment indicators and will provide 1:1 feedback to IEP teams if discrepancies for decision making are discovered.	08/03/2020

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

With the move of Center Programming to the ISD, the District is pleased to report future Alternate Assessment numbers will no longer look inflated; rather, will reflect the true composition of our district.



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

Member District: **Godwin Heights 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	3.1	3.3	4.2	+
Mathematics	3.1	3.3	4.2	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.7	2.3	2.7	+

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 Team Members	09/05/2019	Shared Alternate Assessment Guidelines with all staff and trained all staff at staff meetings.	District Staff
Special Education Team Members	11/01/2019	Provided technical assistance to elementary resource teachers on the development of IEPs with alternate assessments.	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	1068
Total Number of students tested with MI-Access	44
Students in center-based program from outside district	3
Adjusted Total	1065
Adjusted Participation Number	41
Adjusted Rate	3.8%

Is there other justification to provide?

Yes No

Please describe other justification:

Godwin Heights Public Schools operates four regional programs for students with Autism Spectrum Disorder. The students in our ASD program represent a significant number of students who take the alternate 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	1054
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	44
Projected Participation Rate	4.2%

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 Team Members	Share guide to alternate assessments.	02/19/2020

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

ISD Comments (if ISD returned to district for modifications)

In the Assessment Data Table, "Total Number of students tested overall" should be the total number of students participating in state assessments. Thank you! It was reported that Godwin Heights Public Schools operates four regional programs for students with Autism Spectrum Disorder. While the question asks, "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)," it is suspected that some of the students may fall into this subgroup. Please select "yes" and complete the assessment data table to calculate adjusted numbers based on regional programs and out of district participants. Under Professional Development Provided, 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. Upcoming PD can be entered in the Local Plan section.

In the Assessment Data Table, the Total Number of students tested with MI-Access appears to be 44 based on the 2019 Alternate Assessment report. Please update this data and submit as soon as possible. Thank you!



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

Member District: Northview Public Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.3	1.5	1	-
Mathematics	1.4	1.5	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	1.4	1.2	-

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
District Special Education Staff	12/04/2019	Who should take an Alternate Assessment? MDE's flowchart was shared with district data.	District Staff
Staff with students identified taking MiAccess	01/31/2020	Email was sent to staff making sure they used the MDE's Guidance document for determining alternate assessments prior to ordering materials through the BAA site. o	District Staff
SE Improvement Team	01/28/2020	Who Should Take the Alternate Assessment?	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	781
Total Number of students tested with MI-Access	9
Students in center-based program from outside district	2
Adjusted Total	779
Adjusted Participation Number	0
Adjusted Rate	0%

Is there other justification to provide?

Yes No

Please describe other justification:

Northview Public Schools operates a Deaf/Hard of Hearing center program for the county, which contributes to the increased numbers of students taking an alternate 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	1730
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	13
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
Special Education Department Meeting for Itinerants	Who Should Take the Alternate Assessment?	02/17/2020
HS Department Meeting	Who Should Take the Alternate Assessment?	02/25/2020
Highlands SE Meeting	Who Should Take the Alternate Assessment?	02/26/2020
Elementary SE Meeting	Who Should Take the Alternate Assessment?	03/17/2020
MS SE Meeting	Who Should Take the Alternate Assessment?	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: Wyoming 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	2.7	2.5	2.1	-
Mathematics	2.7	2.6	2.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.5	3.4	2.5	-

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
All SE Teaching Staff and Service Providers	02/13/2020	MDE Alternative Assessments and Guidelines emailed by Student Services Director to all SE staff. Explanation of ESSA 1% is provided annually to these same staff groups via Director email.	District Staff
All SE Teaching Staff	03/20/2020	Site based special education supervisors meet with teachers to review MDE guidance and MiAccess vs. MSTEP at the building level	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	2195
Total Number of students tested with MI-Access	48
Students in center-based program from outside district	5
Adjusted Total	2190
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	2213
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	50
Projected Participation Rate	2.3%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff	ESSA 1% requirements, MDE guidance and decision-making tools communicated electronically by the Director. Follow up at each site with building level supervisors.	03/13/2020

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: **Byron Center 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	2.5	1.7	2.5	+
Mathematics	2.5	1.7	2.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	0.9	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
All SpEd Staff	08/21/2019	In Person, Review of MDE's flow chart "Should my student take the alternative assessment."	District Staff
Staff in CI Program	01/22/2020	In Person, Review of MDE's flow chart "Should my student take the alternative assessment."	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	2201
Total Number of students tested with MI-Access	55
Students in center-based program from outside district	33
Adjusted Total	2168
Adjusted Participation Number	22
Adjusted Rate	1%

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	55
Projected Participation Rate	2.4%

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 SpEd Staff	Email Reminder to use "Should My Student Take the Alternative Assessment" flow chart at every annual IEP.	02/28/2020
All SpEd Staff	Staff make decisions based on student strengths and previous performance on the alternative assessment. That is, if students are taking the Functional Independence level, and are achieving scores on the high end of proficient, consideration should be made to allow them to participate in the M-Step.	02/28/2020

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	Email Reminder to use "Should My Student Take the Alternative Assessment" flow chart at every annual IEP. Staff make decisions based on student strengths and previous performance on the alternative assessment. That is, if students are taking the Functional Independence level, and are achieving scores on the high end of proficient, consideration should be made to allow them to participate in the M-Step.
Math	Email Reminder to use "Should My Student Take the Alternative Assessment" flow chart at every annual IEP. Staff make decisions based on student strengths and previous performance on the alternative assessment. That is, if students are taking the Functional Independence level, and are achieving scores on the high end of proficient, consideration should be made to allow them to participate in the M-Step.

Hispanic

Subject	Plan
English Language Arts	Email Reminder to use "Should My Student Take the Alternative Assessment" flow chart at every annual IEP. Staff make decisions based on student strengths and previous performance on the alternative assessment. That is, if students are taking the Functional Independence level, and are achieving scores on the high end of proficient, consideration should be made to allow them to participate in the M-Step.
Math	Email Reminder to use "Should My Student Take the Alternative Assessment" flow chart at every annual IEP. Staff make decisions based on student strengths and previous performance on the alternative assessment. That is, if students are taking the Functional Independence level, and are achieving scores on the high end of proficient, consideration should be made to allow them to participate in the M-Step.

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

I definitely appreciate the intent of increasing students' access to general education, but am struggling with the use of this 1% cap and the ramifications to our local district's data. Byron Center Public Schools houses a regional program for students with significant cognitive impairments. This program is accessed by students from Byron Center Public Schools, Godfrey-Lee Public Schools, Godwin Heights Public Schools, Grandville Public Schools, Kelloggsville Public Schools and Wyoming Public Schools. These six neighboring districts collaboratively access this program, which includes four classrooms throughout the district. If we subtract the non-residents from our alternative assessment count (see the "Contributing Factors" page), Byron Center Public Schools is at the acceptable 1% rate.

Byron Center Public Schools takes great pride in the collaborative efforts it has established with the neighboring districts. If we did not host this program, or if the students' participation/demographic information was sent back to their resident districts (much like their proficiency scores), this would not be picked up every year.

Byron Center Public Schools will continue our work with staff regarding the importance of making child-centered decisions and will continue to use MDE's "Should My Student Take the Alternative Assessment" flowchart. However, we would appreciate districts who host regional programs be taken into account when calculating these alternative assessments percentages.



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

Member District: Caledonia 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	1.2	0.9	0.8	-
Mathematics	1.2	0.9	0.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0.4	0.4	No change



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

Member District: Cedar Springs 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	2.4	2.3	2.6	+
Mathematics	2.4	2.3	2.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.6	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 department	11/02/2018	Reviewed alternative assessment information from MDE, including video	District Staff
CI PLS Leader	01/24/2020	Reviewed scores of students tested in alternative education with CI PLC leader, reviewed alternative assessment guidelines	District Staff
Special Education department	11/01/2019	Reviewed MDE standards for selecting alternative assessments	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	1790
Total Number of students tested with MI-Access	47
Students in center-based program from outside district	8
Adjusted Total	1782
Adjusted Participation Number	0
Adjusted Rate	0%

Is there other justification to provide?

Yes No

Please describe other justification:

Each decision for alternative assessments is determined by the IEP team, including the parent.

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1861
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	44
Projected Participation Rate	2.4%

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 Department	Review MDE selection process for alternative assessments	03/06/2020

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	Special Education department will review alternative assessment guidelines and the current statistics of ED and alternative assessments.
Math	Special Education department will review alternative assessment guidelines and the current statistics of ED and alternative assessments.

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: Comstock Park 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	0.4	0.5	+
Mathematics	0.6	0.3	0.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	0.7	1	+



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

Member District: East Grand Rapids 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	0.5	0.7	0.6	-
Mathematics	0.5	0.7	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.1	0.1	0.7	+



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

Member District: Forest Hills 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	0.8	0.8	0.9	+
Mathematics	0.8	0.8	0.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.4	0.7	0.5	-



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

Member District: **Godfrey-Lee 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	0.7	1	1.5	+
Mathematics	0.7	0.8	1.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.5	0.5	0.9	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	02/08/2019	Special Education Update - Guidelines; Kent ISD Least Restrictive Assessment and Environment Planning Checklist, MDE Should My Student Take the Alternate Assessment Guidelines	District Staff
Special Education Staff	08/19/2019	Special Education Handbook - Section 4 - IEP Guidelines; Kent ISD Least Restrictive Assessment and Environment Planning Checklist, MDE Should My Student Take the Alternate Assessment Guidelines	District Staff
New Special Education Staff	09/11/2019	Professional Development - IEP University 101	ISD Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	918
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	7
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
Special Education Staff	Review of the following topics through monthly communication newsletter and Special Education Department Meeting. Topics to include: Least Restrictive Assessment and Environment Planning Checklist and Should My Student Take the Alternate Assessment	03/13/2020

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

District Comments

In the year 2017-2018 our district made a program shift and re-categorized our Mild CI Classrooms to Resource room. Using the guidelines from the State we had several students that were CI and met the criteria for taking an Alternate assessment. In addition, there was not previous training nor guidance provided to staff regarding the LRE Assessment planning Checklist MDE Guidelines for taking an Alternate Assessment. Since 2017, I have worked with at the department level and the individual level to train staff to use these documents when making assessment decisions. Therefor we are more appropriately identifying students.

ISD Comments (if ISD returned to district for modifications)

Please provide an explanation regarding participation numbers over 1% for 2017-2019. This information will be compiled for your district and included for county-wide justification to the MDE. Thank you!



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

Member District: **Grandville Public Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1	1.3	1.1	-
Mathematics	1	1.3	1.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.4	0.9	0.9	No change

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Teachers/ Case Managers	01/09/2020	Email reminder in preparation for Spring Assessment. Included attachments/ documents that included: Should My Student Take the Alternate Assessment and Testing Calendar of Important Dates	District Staff
Building Level Administration	01/09/2020	Email reminder in preparation for Spring Assessment. Included attachments/ documents that included: Should My Student Take the Alternate Assessment and Testing Calendar of Important Dates	District Staff
Building Level Administration	01/15/2020	Another copy of Should My Student Take the Alternate Assessment. Some building administrators were questioning the ability to provide an alternate assessment at parent request. Cited state created documents that dictate process	District Staff
Building Level Administration	01/24/2020	Provided copy of the MDE Spotlight Bulletin-cited the pre ID process, new information for testing 2020 and training dates available for administration of the test (March 3,4 and5).	District Staff
Teachers/ Case Managers	12/19/2018	Email to staff citing state created document/ flow chart on Should My Student Take an Alternate Assessment	District Staff
Building Level Administration	12/19/2018	Email to staff citing state created document/ flow chart on Should My Student Take an Alternate Assessment	District Staff
Building Level Administration	02/07/2019	Email with reminders and instruction on pre-ID of students.	District Staff
Special Education Staff and District Admin.	12/19/2019	Memo highlighting MI Access- guidelines and reminders on who should be taking the alternate assessment	District Staff
Director	03/01/2019	Reviewed Pre ID list for MI Access testing to ensure all students listed were appropriate.	District Staff
Parents	09/24/2019	Created and made available an IEP Checklist Document for Parents. The document breaks the IEP down by section. One section addresses the testing requirements and accommodations.	District Staff
K-12 Administration Team	01/17/2019	District Level Meeting- Agenda Item/ Discussion Item- Reminders on Test Administration, Policies/ Procedures . Discussed the 1% Cap, MiAccess eligibility for testing, and watching for any disproportionate testing areas.	District Staff
K-12 Administration Team	01/24/2020	Agenda Item- District Level Assessments-process / procedures for MI Access identification and Pre ID Also emphasizing the level of Mi Access a student should take (FI is for the MiCI level where as Participation is for the more severely impaired). Most of our students probably fall under Functional	District Staff
District Admin	02/24/2020	District Admin. Team meeting- Reviewing State Assessment guidelines, process and procedures for state alternate testing.	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	2855
Total Number of students tested with MI-Access	30
Students in center-based program from outside district	0
Adjusted Total	2855
Adjusted Participation Number	30
Adjusted Rate	1.1%

Is there other justification to provide?

Yes No

Please describe other justification:

Grandville supports a Regional ASD program for Region III within Kent ISD. We have 5 self-contained ASD programs with students from Grandville and our surrounding region. We have 3 elementary rooms, 1 middle level room and 1 high school room. Currently (Feb 2020, we have almost 50 students in our district (Kindergarten- 12th grade) who are supported in the Regional ASD program. We also house a local MICI program for K-12.

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	2860
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	28
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
District Admin. and Sped. Staff	Email reminders on Pre Identification and copies of state created documents on who should take the alternate assessments (flow chart) and access to MDE documents on alternate assessments	01/09/2020
District Admin. and Sped. Staff	Another email reminder on requirements for MI Access testing.	01/19/2020
District Admin.	Meeting Agenda-Testing Updates / MI Access Pre ID/ 1% CAP/ Should My Child Take the Alternate Assessment, etc.	02/24/2020
District Admin. and Sped. Staff	March Newsletter- Testing Reminders/ Mi Access/ Processes/ Procedures/ Testing Tips for Successful Administration, etc	03/01/2020
District Admin. and Sped. Staff	Email Reminders on Testing (before vacation). Testing begins early April upon return from break.	03/15/2020
Director	Verify Pre ID Rosters for Mi Access testing administration. Contact buildings and case managers for questions.	03/01/2020
Asst. Superintendent and Director	Reminder to full admin. team on mi access requirements and process for pre-ID	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

- 1. Yes, we have students from outside of our district taking the MI Access test as part of our regional programs. If I do not count them in our totals, the number would be less than what I have reported. This would automatically drop us below the 1% cap. For example, in our elementary program, we have more than 1/2 the total student number enrolled in our regional ASD program who are not residents of our local.*
- 2. I fixed this. I didn't read the question correctly. Numbers have been adjusted.*
- 3. NA for our district.*

ISD Comments (if ISD returned to district for modifications)

- 1. It was reported that the district runs regional programs, but it was not reported in the assessment data table that students in regional programs from outside the district are taking the alternate assessment. Please review this table to determine if there should be an adjustment in participation numbers based on students outside the district taking Mi-Access.*
- 2. 2020 Projected Participation Rate table needs to be reviewed. The total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 (this would be your total population) is incorrect.*
- 3. Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? This was presented and provided at the November and February SE admin meetings. Information is always provided for your reference on the Kent ISD SE Admin site.*



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

Member District: Kelloggsville Public Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.8	1.4	1.5	+
Mathematics	1.8	1.4	1.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	2.1	1.3	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
All special education staff	10/15/2019	An email was sent to all case managers reminding them to use the decision tree when determining which state assessment the student will take. They were reminded that the decision is not made based on student disability and that our goal is to test 1% or fewer of our students with the alternate assessment.	District Staff
All special education staff	05/10/2019	PD session with entire special education staff included discussion regarding state testing decision making and a copy of the decision tree for staff to use when making state testing decisions. As a group, we went through the decision tree and discussed the process	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	1151
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	15
Projected Participation Rate	1.3%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	I will provide additional training on assessment selection to special education staff. I will use the decision tree to guide the training and share additional resourced available through MDE.	05/08/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

I feel the teachers have a good understanding of how to determine the appropriate assessment for state testing. While our projected percentage is above 1%, I have reviewed the 15 students projected to test with the alternate assessment and agree with the decisions made by the IEP team.



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

Member District: **Kenowa Hills 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.

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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	2.9	2.7	-
Mathematics	3	2.9	2.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.2	2.7	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 teachers, administrators	02/18/2020	Information regarding 1% Cap and use of selection tools for determining when the state alternative assessment should be used. Communication by Dir. of Special Education	District Staff
special education teachers	02/18/2020	Coordinator of Assessment and Achievement shared Mi-Access and M-Step Assessment Integrity Guide and Mi-Access Manuals	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	1554
Total Number of students tested with MI-Access	42
Students in center-based program from outside district	15
Adjusted Total	1539
Adjusted Participation Number	27
Adjusted Rate	1.8%

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	1567
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	37
Projected Participation Rate	2.4%

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 teachers, service providers	State assessment and state alternative assessment selection	04/01/2020

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.

Gender

Subject	Plan
English Language Arts	In 2018 the rate of males tested using the alternative ELA assessment was 4.3%. For females it was 1.4%. In 2019 the rate was 3.9% for males and 1.4% for females. Information regarding this rate to be provided, acknowledging that ASD has historically included higher rates with males. Additionally, review of process for selection of state assessment vs. alternative state assessment and need for this to occur each time IEP occurs.
Math	In 2018 the rate of males tested using the alternative math assessment was 4.3%. For females it was 1.4%. In 2019 the rate was 3.8% for males and 1.4% for females. Information regarding this rate to be provided, acknowledging that ASD has historically included higher rates with males. Additionally, review of process for selection of state assessment vs. alternative state assessment and need for this to occur each time IEP occurs.

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

At this time limited information is available regarding professional development information/opportunities that occurred prior to the current school year. This is due to a new special education director being in the current position.



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

Member District: Kent City 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	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



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

Member District: Kentwood 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	2.8	2.4	-
Mathematics	2.8	2.7	2.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.9	2.6	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 Providers & administrators	08/19/2019	Provided with copies of the MDE decision making process for MI-Access	District Staff
Sp Ed Providers and Admin	08/19/2019	Provided with Parent Document for state assessment decision making - utilized in IEPs considering MI-Access	District Staff
Sp Ed Providers	08/19/2019	Encouraged to utilize the State decision making website for each student.	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 has a full continuum of programming for students with Cognitive Impairments as well as Autism Spectrum Disorders.

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	4682
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	136
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	Appropriate Assessment Selection - State interactive module	03/31/2020
Parent	State Assessment document for parents at each IEP	03/31/2020
Special Education Teacher	Appropriate Assessment Selection/Specialized Instruction	03/31/2020

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: Lowell Area Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.6	0.6	0.4	-
Mathematics	0.5	0.6	0.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.7	0.6	0.3	-



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

Member District: **Rockford Public Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.5	1.3	1.4	+
Mathematics	1.5	1.5	1.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	1	1	1	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 Teachers	02/13/2019	MI-ACCESS Alternate Assessment informational document from MDE, Should My Student Take the Alternate Assessment, sent to staff following ISD Director Meeting	District Staff
Special Education Teachers	01/17/2020	Assessment Selection Guidelines link sent to staff and discussed in person at districtwide meeting.	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	3994
Total Number of students tested with MI-Access	55
Students in center-based program from outside district	14
Adjusted Total	3980
Adjusted Participation Number	41
Adjusted Rate	1%

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	4396
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	46
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
All providers/teachers of special education and all administrators	A District Guidance Document will be created and shared that details the requirements of MI-ACCESS, along with embedded links to the Interactive Assessment Selection Tool and Assessment Selection Guidelines training document. This will be reviewed and provided to staff at the next district wide professional development day.	03/06/2020

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

Math	Professional Development will occur for caseload managers who have students on their caseload who fall within this subgroup. Caseload Managers will review each IEP using the Interactive Tool to determine if the student should be participating in an alternate assessment. Based on these results, IEPs will be rewritten/revise as needed with parent participation, along with required IEP team members. The Director of Special Education will facilitate this PD for staff.
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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: Sparta Area Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.7	1.6	2.3	+
Mathematics	1.7	1.6	2.3	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0.5	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
CI categorical room teachers	01/24/2019	Mi ACCESS Administration & handout reviewed (Should my student take the alternate assessment)	District Staff
CI categorical room teachers	10/30/2019	Online training for administration of FI Mi-ACCESS (offered in Spotlight), reviewed with teachers	District Staff
All Special Education teachers and itinerant staff	02/09/2020	Email with information about Mi-ACCESS and included the updated Should My Student Take the Alternate Assessment handout	District Staff
All Special Education teachers and itinerant staff	02/10/2020	All certified special education staff have been notified (and regularly reminded) that any student whom they are considering using MI-Access for the state assessment, must first be "cleared" for IEP discussion with the director of special education	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	1250
Total Number of students tested with MI-Access	29
Students in center-based program from outside district	20
Adjusted Total	1230
Adjusted Participation Number	9
Adjusted Rate	0.7%

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	1242
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	25
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
special education providers	Review of the "Should My Child Take An Alternate Assessment" sheet and expectations for staff in IEP team meetings regarding assessment selection	02/10/2020

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: **Lighthouse 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	2.4	0.6	5.1	+
Mathematics	2.5	1.3	5.2	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	0	3.5	+

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 director	01/18/2019	Alternative Assessment and 1% CAP - Meeting for local directors of special education	ISD Staff
Special education teachers, service providers, administrators	03/08/2019	Alternative Assessment and 1% CAP - District level special education training for relevant staff	District Staff
Special education teachers, service providers, administrators	08/15/2019	Alternative Assessment and 1% CAP - District level special education training for relevant staff	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:

The students who participated in the Michigan Alternative Assessments were provided those assessments based on individual IEP team decisions. IEP teams consider multiple factors when designating individual assessments including individual performance, individual ability, and other factors such as an individual's goals/objectives for transition.

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	128
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate	3.9%

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
general education teachers, special education teachers, service providers, administrators	Training for relevant staff on alternative assessments (reason for providing this type of assessment, varied levels of alternative assessments, if/when to designate alternative assessments), Flow Chart for IEP teams assigning alternative assessments	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

District Comments

Individual students are assigned to take an alternative assessment based on individual IEP team decisions. IEP teams consider multiple factors when designating individual assessments.



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

Member District: **Wellspring Preparatory High School**

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



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

Member District: West Michigan Aviation 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



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

Member District: Hope Academy of West 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	1.1	0.5	0.5	No change
Mathematics	1.1	0.5	0.5	No change
Science	N/A	N/A	N/A	N/A
Social Studies	3.1	0	0	No change



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

Member District: NexTech High School

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



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

Member District: River City Scholars 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	0	0.3	0.3	No change
Mathematics	0	0.3	0.3	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	1	0	-



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

Member District: Covenant House Academy Grand Rapids

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



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

Member District: **Grand River Preparatory High School**

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