

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: Macomb 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)	37
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)	24

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
11/08/2019	Based on the feedback from MDE regarding the 2019 test year data, the local districts within Macomb ISD participated in training to identify the tools necessary to guide the decisions, the needs of the students that consider a significant cognitive impairment including the adaptive functioning needs of the student. We also looking at educational environment and performance data to identify areas of systemic concern.

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
Chippewa Valley Schools	03/18/2019	The ISD provided TA to the district reviewing individualized student data and comparing progress over time, IEP development, PLAAFP data, alignment to the curriculum, IEP goals for specially designed instruction. Educational environment was also considered.
Romeo Community Schools	03/18/2019	The ISD provided TA to the district reviewing individualized student data and comparing progress over time, IEP development, PLAAFP data, alignment to the curriculum, IEP goals for specially designed instruction. Educational environment was also considered.
Lake Shore Public Schools (Macomb)	03/18/2019	The ISD provided TA to the district reviewing individualized student data and comparing progress over time, IEP development, PLAAFP data, alignment to the curriculum, IEP goals for specially designed instruction. Educational environment was also considered.
Center Line Public Schools	03/18/2019	The ISD provided TA to the district reviewing individualized student data and comparing progress over time, IEP development, PLAAFP data, alignment to the curriculum, IEP goals for specially designed instruction. Educational environment was also considered.

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

MDE has provided many tools and resources that continue to be utilized throughout the county for alternative assessment decisions. John Jaquith provided training to the county in November and the ISD will continue to collaborate with the department to seek continuous improvement of the percentage of students taking the MI-Access in Macomb County.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: **Macomb 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	75.3	74.6	74.7	+
Mathematics	76	75.1	74.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	19	21.1	11.4	-

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
County SE Administrators and Assessment Coordinators	01/13/2020	Training emphasized the process for analyzing data and student needs and then aligning to appropriate curriculum for assessment decisions	ISD Staff
County SE Administrators and Assessment Coordinators	01/13/2020	Training focused on the alignment of student need to Essential Elements and the Ranges of Complexity	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

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

Assessment Data Table	Number
Total Number of students tested overall	544
Total Number of students tested with MI-Access	405
Students in center-based program from outside district	544
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	0%

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	544
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	405
Projected Participation Rate	74.4%

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	Technical assistance has been provided throughout the year and will continue as it relates to IEP development. This includes a PLAAFP that details the cognitive and adaptive needs of the students. Teachers will align the needs to the curriculum to develop specially designed instruction in the essential elements if appropriate.	01/13/2020
Special Education Administrators	Technical assistance has been provided throughout the year and will continue as it relates to IEP development. This includes a PLAAFP that details the cognitive and adaptive needs of the students. Administrators will support teachers with the alignment of the needs of the students to the curriculum to develop specially designed instruction in the essential elements if appropriate.	01/13/2020

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: **Macomb 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: **Conner Creek Academy East**

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	0.9	+
Mathematics	0.4	0	0.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	0	1.8	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	11/08/2019	Director attended 1% CAP Professional Development on Nov. 8, 2019. Shared out at special education staff meeting.	Other Director Special Education
Special Education Staff	08/27/2019	Professional Development reviewed Compliance Checklist which included the Assessment section of the IEP and determining the appropriate assessment	Other Director Special Education

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	132
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate	0%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff	Professional Development reviewing the justification process for 2019 and the projected participation rate for 2020	02/11/2020
Special Education Staff	Professional Development review of MDE guidance on selecting the appropriate assessment	02/11/2020
Special Education Staff	Professional Development on how to use the data from the MI ACCESS tests to make future assessment decisions	02/11/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: **Huron 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	0.3	+
Mathematics	0	0	0.3	+
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: **Global Preparatory 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	2.6	0	0	No change
Mathematics	2.6	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: **Arts Academy in the Woods**

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	0	0	No change
Mathematics	1.3	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	0	0	No change



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

Member District: Merritt 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	1	0.6	-
Mathematics	1.1	1	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0.8	0	-



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

Member District: Eaton 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	2.4	1	-
Mathematics	2.4	2.4	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	3.3	0	-



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

Member District: **Center Line 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	3.6	3.4	2.6	-
Mathematics	3.4	3.2	2.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.8	2.3	1.6	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
high school special education teachers	02/10/2020	The high school special education teachers covered issues related to Transition B-13; IEP Development; and State Assessment. The MDE Guidance document for deciding on the appropriate assessment for students with disabilities (Should My Student Take the Alternate Assessment) was provided and reviewed.	District Staff
Ancillary Staff	02/05/2020	Speech and language pathologists, school social workers, school psychologists met to review updates in IEP Development with materials provided by the MISD; State Assessment was also presented as a continuum of for students with significant cognitive abilities. The MDE Guidance document for deciding on the appropriate assessment for students with disabilities (Should My Student Take the Alternate Assessment) was provided and reviewed. Staff were encouraged to review the document and provide a copy for parents at IEP meetings.	District Staff
Center Line Public Schools Administrators	02/11/2020	District percentages for alternate assessment were shared/reviewed with district administrators. Comparisons with neighboring districts and MDE/MISD guidance on 1 % was also shared. The MDE Guidance document for deciding on the appropriate assessment for students with disabilities (Should My Student Take the Alternate Assessment) was provided and reviewed.	District Staff
District Special Education Staff	09/26/2019	District special education staff were provided professional development (PD) with Mr. Steve Berg, Compliance Director with the MISD. The PD focused on updates in special education practices and provided an overview of State Assessment including the continuum of state assessment options and decision making for selecting the appropriate assessment. The MDE Guidance document was reviewed.	ISD Staff
District Special Education Staff (secondary)	10/18/2019	A PD similar to the 9-26-19 PD was provided to secondary special education staff and staff who were unable to attend the 9-26-19 PD. District special education staff were provided professional development (PD) with Mr. Steve Berg, Compliance Director with the MISD. The PD focused on updates in special education practices and provided an overview of State Assessment including the continuum of state assessment options and decision making for selecting the appropriate assessment. The MDE Guidance document was reviewed.	ISD Staff

Speech and Language Pathologists	11/13/2019	An Early Release PD included Speech and Language Pathologists addressing caseloads, evaluations, supports and resources. Included in the Early Release PD was a discussion and review of the state assessment options and use of the MDE flow chart for making appropriate state assessment selections. Staff was encouraged to include the flowchart as part of the IEP process in determining assessments for students with disabilities. Staff were also encouraged to provide a copy to parents.	District Staff
----------------------------------	------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------

Contributing Factors

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

- Yes No

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

- Yes No

Is there other justification to provide?

- Yes No

Please describe other justification:

Center Line Public Schools responded to a growing need for programming for students with significant cognitive impairments by developing a high school program for students with cognitive impairments. Included in the program are students with Autism, Otherwise Health Impaired, and Cognitive Impairments. Previous to the 2019-20 school year, Center Line shared the programming for students with cognitive impairments with a neighboring school district, Warren Woods. During our shared programming, Center Line accepted the middle school students from Warren Woods. Upon entering the ninth grade, students from the middle school program for cognitive impairments generally transitioned to the Warren Woods High School program. As a result, we did not have a high school program previous to the 2019-20 school year.

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	1326
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	22
Projected Participation Rate	1.7%

Local Plan

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

Audience	Topics and Method of Training	Date
special education staff	Continuum of standards leading to determination of assessment, i.e Essential Elements curriculum compared to the Michigan Merit Curriculum standards; Review of the MDE guidance for selecting the appropriate assessment. etE	10/21/2020
Center Line Administration	State Assessment and students with IEP's; Disproportionality in testing	03/24/2020

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.

African American

Subject	Plan
English Language Arts	Review of student's current educational program (Michigan Merit or Essential Elements); Reviewing the supports and accommodations and aligning to the student's performance/learning needs. Analysis of current programming for African American students and effectiveness in outcomes.
Math	Review of student's current educational program (Michigan Merit or Essential Elements); Reviewing the supports and accommodations and aligning to the student's performance/learning needs. Analysis of current programming for African American students and effectiveness in outcomes.

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

Center Line Public Schools has experienced increased transition in demographics including severity of disabilities within the district. As a result, the district has implemented professional development to address issues of diversity based on academic and behavioral data as well as the provision of additional academic resources including literacy and math consultants, before and after school academic support, and increased parental involvement. We have addressed issues of disproportionate assessment and have found a decrease in our disproportionate assessment practices given increased professional development and support for our staff in using the resources and accommodations available to them through state assessment.

Although we don't "need" the Macomb Intermediate School District (MISD) assistance, the MISD has been very helpful in providing us with additional PD to support our practices in this area. We look forward to continued partnerships in providing our staff with current updates and PD.



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

Member District: **Eastpointe 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	4.9	4	4.1	+
Mathematics	4.9	3.3	4	+
Science	N/A	N/A	N/A	N/A
Social Studies	3.3	3.7	3.7	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	02/07/2019	1% CAP was the only topic. We watched the MDE training video and walked through all the scenarios as a group.	District Staff
all itinerant special education staff	02/07/2019	1% CAP was the only topic. We watched the MDE training video and walked through all the scenarios as a group.	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:

Our district has over 20% of its students in special education with 27% of those students attending self contained programs using an alternate curriculum.

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	1253
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	45
Projected Participation Rate	3.6%

Local Plan

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

Audience	Topics and Method of Training	Date
All special education staff and building administrators	1% CAP training through the MDE website and district numbers. We will cover ideas for reducing the numbers. We will develop a process to share with all staff (general education staff).	04/03/2020

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



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

Member District: **Roseville Community Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.1	2.1	1.5	-
Mathematics	1.7	1.9	1.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.5	2.1	1.4	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Provider, Director of Special Education, Evaluator	11/08/2019	Professional Development - Requirements and decisions for students with disabilities and the state's alternate assessment, MI-Access	ISD Staff
SE Providers and Support Staff	04/24/2019	Technical assistance - documenting the decision process on IEP - Email	District Staff
Special Education Staff	12/18/2018	Technical assistance - Michigan Assessment Selection Guidance Interactive Decision-Making Tool - Email	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

The district operates a center-based program for students with profound hearing loss and significant language delays.

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	2353
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	39
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
Deaf and Hard of Hearing/Cognitive Impaired Staff	Requirements and decisions for students with disabilities and the state's alternate assessment, MI-Access	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



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

Member District: Anchor Bay 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	1.8	1.4	0.9	-
Mathematics	1.6	1.3	0.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.5	0.9	0.9	No change



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

Member District: Armada 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	0.2	0.6	0.4	-
Mathematics	0.2	0.6	0.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.2	0.5	0	-



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

Member District: **Clintondale Community Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.2	2.9	2.2	-
Mathematics	3.4	2.9	1.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.7	2.1	1.6	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	11/19/2019	Face-to-face training (State guidelines) regarding the 1% Cap, including these online tools: Assessment Selections Guidelines Training and Assessment Selection Interactive Decision-Making Tool, and the State of Michigan website www.Michigan.gov/mi-access.	District Staff
Administrators	11/18/2019	Face-to-face training (State guidelines) regarding the 1% Cap, including these online tools: Assessment Selections Guidelines Training and Assessment Selection Interactive Decision-Making Tool, and the State of Michigan website www.Michigan.gov/mi-access.	District Staff
Special Education Director	11/08/2019	Train the trainer presentation on assessment selection and guidance tools in order to train local district staff.	ISD Staff

Contributing Factors

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

- Yes
- No

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

- Yes
- No

Is there other justification to provide?

- Yes
- No

Please describe other justification:

The students that took the alternative assessments were the students with significant cognitive disabilities, which impact students both in and out of the classroom and across multiple life domains, including academic domains. These students have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. These students are supported in the IEP and the instruction is based on Michigan's alternate content standards in English Language Arts (ELA), mathematics, science and/or social studies.

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	1325
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	22
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 providers	Assessment Selection and current student/caseload justification	05/12/2020
Parents, staff, community	The alternative assessment (MI-Access) selection materials presented to staff and administrators will be posted on the district website and available (in print) at each building.	05/12/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

ISD Comments (if ISD returned to district for modifications)

Please review calculations



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

Member District: Chippewa Valley 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	1.3	1.1	-
Mathematics	1.3	1.2	1.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.6	1.2	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 and Building Administrators	01/22/2019	An email was sent to our special education department and building administrators regarding how to access online training module to understand state assessment options provided from MDE for IEP teams	District Staff
Special Services Administrators	02/12/2020	Special Services Administrators reviewed guidance on 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

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	8310
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	92
Projected Participation Rate	1.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff and Building Administrators	Handout and online training option will be provided electronically to share with IEP team	03/02/2020

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.

African American

Subject	Plan
English Language Arts	The special services administrators along with the IEP teams will review MDE document provided regarding who is eligible to take alternative assessments. Special services administrators will monitor those scheduled to take MI-Access to ensure the students taking it follow the state guidelines.
Math	The special services administrators along with the IEP teams will review MDE document provided regarding who is eligible to take alternative assessments. Special services administrators will monitor those scheduled to take MI-Access to ensure the students taking it follow the state guidelines.

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

We will continue to monitor the students who take an alternate assessment.



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

Member District: **Fitzgerald 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	3.2	3.6	3.4	-
Mathematics	3.1	3.5	3.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	2	3	4	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	08/29/2018	State guidelines printed and given to each staff member	District Staff
building administrators	01/19/2019	review of state guidelines	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 decision to test a student using an alternative assessment was made by the IEP team following the MDE guidelines. Only those who the IEP felt was appropriate to take the alternative assessment were tested using this form.

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	1181
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	14
Projected Participation Rate	1.2%

Local Plan

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

Audience	Topics and Method of Training	Date
special education teachers of self contained programs	Teachers of CI programs will be working on aligning their curriculum to content standards and specialized instruction. They will also identify when alternate content standards are necessary to be used to supports specific students	11/30/2020

Resources and Technical Assistance

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

Yes No

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: Fraser 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	1.6	1.4	-
Mathematics	1.3	1.7	1.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	2	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
Special Education Staff	03/01/2019	Email correspondence after last year when data received from prior school year sharing the Alternative Assessment Flowchart from the state	District Staff
Special Education Staff	08/27/2019	Agenda item at district meetings to review state flowchart on 1% cap. Also placed on District Special Education Weebly for staff to refer to as they go through the school year.	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	3361
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	33
Projected Participation Rate	1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff (Psychs, Classroom Teachers, Self Contained, Resource Room, Etc	We will be making it a twice a year priority to inform staff of the Alternate Assessment Flowchart. We will also continue to have the chart on our Staff Special Education Weebly on the Google Drive. We share the information on the drive at the beginning of every school year, and can hi light the Assessment chart at the semester break as well.	09/01/2020

Resources and Technical Assistance

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

Yes No

Please detail the need for additional resources and technical assistance.

We always appreciate collaborating with our local ISD to garner resources that will aid to enhance our our procedures and protocols. If the ISD has additional information that we can share with staff so that they are prepared to make informed decisions on the 1% threshold, we are more than open to disseminate that information to our staff.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

The Fraser Public School District will continue to educate our staff on the 1% alternate assessment threshold. We will continue to monitor our numbers (33 students taking Mi-Access to this point), and will make decisions that continue to be in the best interest of our students.



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

Member District: **Lake Shore Public Schools (Macomb)**

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	2.2	-
Mathematics	3.1	3	2.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.7	2	0.2	-

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 department staff	08/28/2019	State assessment decision making process	District Staff
SSD coordinator	01/14/2020	Providing student supports, testing protocols and administration of test.	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	1769
Total Number of students tested with MI-Access	39
Students in center-based program from outside district	24
Adjusted Total	1745
Adjusted Participation Number	15
Adjusted Rate	0.9%

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	1769
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	39
Projected Participation Rate	2.2%

Local Plan

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

Audience	Topics and Method of Training	Date
Special education staff	Assessment Selection Guidelines Training from MDE	09/30/2020

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	MTSS process is in place that assists in closing educational equity gaps for economically disadvantaged students. Evaluation of these processes is ongoing.
Math	MTSS process is in place that assists in closing educational equity gaps for economically disadvantaged students. Evaluation of these processes is ongoing.

African American

Subject	Plan
English Language Arts	Continuous evaluation processes will ensure that this issue is addressed properly. Protocols are in place for students who move or transfer in to assure proper evaluation and identification of students and to correct issues regarding identification if found.
Math	Continuous evaluation processes will ensure that this issue is addressed properly. Protocols are in place for students who move or transfer in to assure proper evaluation and identification of students and to correct issues regarding identification if found.

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: **Lakeview Public Schools (Macomb)**

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	1.5	1.3	-
Mathematics	1.4	1.5	1.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	1.5	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
Administrators	01/17/2019	At a scheduled monthly Leadership Meeting, District-wide school administrators reviewed the 17-18 MI-Access data and the MDE decision tree was re-visited. It was determined to train special education staff again, closer to the date of the test window, but timely enough for IEP teams to hold meetings with parents.	District Staff
Special Education Teachers and Service Providers	12/06/2019	At a scheduled monthly special education staff meeting, we analyzed the alternate assessment data of all students that had alternate testing in their IEP and looked for discrepancies in decision making among 6 school buildings in the District. Staff at this meeting were charged with providing additional consultation to specific staff on this topic.	District Staff
Administrators	12/19/2019	An email notification was sent providing awareness to principals of IEP teams possibly changing state test and making sure principals double-checked their rosters prior to the Pre-ID process.	District Staff
Special Education Teacher and Services Providers	02/28/2020	At a scheduled monthly meeting, special educators met to recap the consultation with staff regarding the alternate assessment decisions on students taking the MI-Access and to review any changes that were made to student's IEPs regarding State 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	2278
Total Number of students tested with MI-Access	30
Students in center-based program from outside district	40
Adjusted Total	2238
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	2359
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	24
Projected Participation Rate	1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education teachers and Service Providers	There are 4 PLCs in the special education Department scheduled monthly. The topic of Alternate Testing will be on the each agenda withing the first 2 months of school each year	10/30/2020
Administrators	The Administrative team meets monthly. The topic of Alternate Testing will be on the each agenda withing the first 2 months of school each year	10/30/2020

Resources and Technical Assistance

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

Yes No

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: **L'Anse Creuse 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	1.2	1.3	1.3	No change
Mathematics	1.2	1.3	1.3	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	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
Special Education Teachers, Speech Pathologists, School Social Worker, School Counselors and Parents	02/19/2019	The Compliance Coordinator and Teacher Consultants distribute the Michigan Assessment Guidance Document and the link to the Assessment Selection Decision Making Tool. In addition the Compliance Coordinator distributes to IEP teams on or before IEP meetings. Parents are provided information, The Parent's Guide to Alternative Assessments at their child's IEP meeting.	District Staff
Special Education Teachers, Speech Pathologists, School Social Workers, School Counselors and Parents	09/06/2019	The Compliance Coordinator and Teacher Consultants distribute the Michigan Assessment Guidance Document and the link to the Assessment Selection Decision Making Tool. In addition the Compliance Coordinator distributes to IEP teams on or before IEP meetings. Parents are provided information, The Parent's Guide to Alternative Assessments, at their child's IEP meeting.	District Staff
Elementary Principal Meeting	11/12/2019	School Administrators are provided annual training on the use of the MDE Assessment Interactive Decision Making Tool and state guidance documents.	District Staff
Secondary Principal Meeting	11/13/2019	School Administrators are provided annual training on the use of the MDE Assessment Interactive Decision Making Tool and state guidance documents.	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:

L'Anse Creuse Public Schools recognize that the MI ACCESS alternate assessment is appropriate in place of the general assessment for some students. L'Anse Creuse Public Schools offers a Self-Contained Cognitively Impaired program at the elementary, middle, and high school level. Of the 69 students who were assigned to take the MI ACCESS Alternate Assessment, 45 students were enrolled in one of the Cognitively Impaired Programs. The curriculum in these programs is aligned with the Common Core Essential Elements. The decision for a student to take the MI ACCESS is determined at the IEP meeting with the IEP team, including parents.

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	5587
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	69
Projected Participation Rate	1.2%

Local Plan

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

Audience	Topics and Method of Training	Date
Administrators	In person professional development training on accessing the MDE guidance documents and the link to access the Interactive Decision Making Tool.	08/15/2019
Special Education Teachers	Professional development training in person during prep hours on the MDE guidance documents and how to access the MDE Decison-Making Tool	08/28/2019
Special Education Ancilliary Staff	Professional development training on the MDE guidance documents and how to access the MDE Decison-Making Tool	10/16/2019
School Psychologists	Professional development training on the MDE guidance documents and how to access the MDE Decison-Making Tool	08/28/2019

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Mount Clemens Community School District

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	9.3	10.1	7.5	-
Mathematics	9.3	10.1	7.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	10.6	9.1	6.2	-

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 and support staff	10/24/2019	Discussion of students who should be taking MStep VS Mi-Access. How to use the "Should my student take the alternate assessment/" decision tree appropriately	District Staff
Administration	04/01/2019	Information presented to administration regarding use of the "decision tree" for alternate assessments. Discussion of amount of students taking MI-Access vs MStep/MME	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	552
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	35
Projected Participation Rate	6.3%

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, support staff, administration	Alternate assessments decision making, alternate content standards, and specially designed instruction	03/18/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

The Special Education director will provide training to all Special Education staff as well as administration. Training will include what standards should be taught, what assessments should be given and how to make that determination for students.



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

Member District: New Haven 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	1.7	1.3	1	-
Mathematics	1.7	1.3	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.2	1.9	1.1	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Resource Room Teachers	09/03/2019	Resource Room Teacher Binders included updated information from MDE regarding Alternative assessment	District Staff
Special Education Resource Room	09/03/2019	Digital data shared with staff via google drive folder	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	621
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate	0.6%

Local Plan

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

Audience	Topics and Method of Training	Date
Building Level Special Education Teams	Review students scheduled for Alternate Assessment, scores of students who were previously assessed on alternate assessment and Alternate assessment criteria available on MDE	03/06/2020
District Administrators	Review Alternate Assessment data participation rates 2017, 2018 and 2019. Also review projected 2020 rates. Review scores from students who participated in MI Access.	02/18/2020

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

Special education staff will review scores from Alternate Assessments along with guidance from MDE to determine the appropriate state testing for the student.



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

Member District: **Richmond 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	1.5	1.2	1.1	-
Mathematics	1.5	1.2	1.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	2	0.9	0.3	-

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 Teachers	10/24/2019	Special education department meeting, face to face. Assessment selection, MDE guidance document.	District Staff
Special Education Teachers	12/10/2019	Special Education department meeting, face to face. Assessment selection, Interactive decision making tool.	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	783
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	7
Projected Participation Rate	0.9%

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	Face to face professional development discussing alternate content standards, MDE assessment selection interactive tool	08/24/2020
Special education teachers	Face to face discussing students taking the MI-ACCESS	10/05/2020

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: **Romeo 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	1.8	1.4	1.7	+
Mathematics	1.8	1.4	1.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.1	1	1.9	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Administrators	11/08/2019	Alternate Assessment MDE Presentation at MISD	MDE
Teachers	11/08/2019	Alternate Assessment MDE Presentation at MISD	MDE
Administrators	02/12/2020	1% Alternate Assessment Justification Guidelines	ISD Staff
Teachers and service providers	01/04/2019	Information presentation to all	District Staff
Teachers and service providers	01/11/2019	Follow up training and guidance for staff directly giving alternate assessment	District Staff
Teachers and service providers, parents	01/02/2019	MDE guidance and information to share with staff and parents	District Staff
Teachers and service providers	01/10/2019	Assessment Selection Guidelines Online Training Course	MDE

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:

All special services staff and service providers were given 7 professional development/informational opportunities led by the MDE/District/ISD to learn about properly identifying students to take the alternate assessment and were given information to discuss this information with students and parents. Staff took the Assessment Selection Guidelines Online Training Course and submitted their certificate of completion. Some of our low functioning students in our adjusted studies program that do not take standard assessments are school of choice 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	2632
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	33
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
Teachers & Staff	Assessment Selection - Share information and resources with all SE staff	02/19/2020
Alt. Assessment Teachers & Staff	Assessment Selection - Share detailed information and meet with each staff member directly involved with the selection and implementation of MI-Access.	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	<p>Professional development and use of the MDE interactive assessment tool to make sure that students are taking the appropriate assessment for each subject area individually by content area.</p> <p>Added instructional time grants that provide additional targeted supports for students who struggle in reading and other literacy skills, literacy coaches who provide direct assistance to students and teachers, NWEA and data review so that students can receive targeted support, and professional learning to support the resources for educators to learn and implement best practices to support all students, as well as students with specialized literacy learning needs economically disadvantaged students who may struggle to demonstrate these skills.</p> <p>Literacy Game Night, School Reading Programs, Fast Forward Reading Program, creation of goals that focus on gap skills, MTSS process, etc.</p>
Math	<p>Professional development and use of the MDE interactive assessment tool to make sure that students are taking the appropriate assessment for each subject area individually by content area.</p> <p>Create vocabulary banks, use manipulatives, modify teacher talk and practice wait time, use visual response, use sentence frames, design questions and prompts for different proficiency levels, use prompts to support student responses, consider language and math skills when grouping students, utilize partner talk, ask for choral responses from students, etc.</p> <p>Aligning new math curriculum, district professional development math, Spanish and other versions of math texts, creation of goals that focus on gap skills, MTSS process, etc.</p>

English Language Learner Status

Subject	Plan
English Language Arts	<p>Professional development and use of the MDE interactive assessment tool to make sure that students are taking the appropriate assessment.</p> <p>Added instructional time grants that provide additional targeted supports for students who struggle in reading and other literacy skills, literacy coaches who provide direct assistance to students and teachers, NWEA and data review so that students can receive targeted support, and professional learning to support the resources for educators to learn and implement best practices to support all students, as well as students with specialized literacy learning needs as English Language Learner students who may struggle to demonstrate these skills.</p> <p>Literacy Game Night, School Reading Programs, Fast Forward Reading Program, MTSS process, etc.</p>
Math	<p>Professional development and use of the MDE interactive assessment tool to make sure that students are taking the appropriate assessment for each subject area individually by content area.</p> <p>Create vocabulary banks, use manipulatives, modify teacher talk and practice wait time, use visual response, use sentence frames, design questions and prompts for different proficiency levels, use prompts to support student responses, consider language and math skills when grouping students, utilize partner talk, ask for choral responses from students, etc.</p> <p>Aligning new math curriculum, district professional development math, Spanish and other versions of math texts, creation of goals that focus on gap skills, MTSS process, etc.</p>

Resources and Technical Assistance

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

Yes No

Please detail the need for additional resources and technical assistance.

Please continue to send guidance and help documents to help IEP teams determine proper assessment selection.

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

Romeo IEP team members will follow the state guidelines for participation in the alternate assessment. Romeo allows and encourages IEP team members to decide as a team decision which students take an alternate assessment. Romeo addresses any issues of disproportionality in statewide assessment by following the professional development opportunities and plans provided.



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

Member District: South Lake Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.3	1.4	1	-
Mathematics	2.3	1.4	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.6	1.3	0.9	-



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

Member District: **Utica 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	1.9	1.2	1	-
Mathematics	1.9	1.1	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.1	0.8	0.7	-



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

Member District: **Van Dyke 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	6.9	6.8	5.4	-
Mathematics	6.6	6.6	5.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	5.7	6.1	5.3	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	02/22/2019	Powerpoint PD with guidance documents and flowcharts from state reviewed.	District Staff
Special Education Staff	08/20/2019	Powerpoint, guidance documents from state, flowcharts reviewed	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 percentage of students in our district being serviced with an IEP is 19%. We historically hover between 19 and 25% of our population being serviced with an IEP regardless of enrollment. We have 10 CI categorical classrooms that service 121 students identified as CI, ASD, ECDD, and low functioning LD. These students are receiving instruction based on the Essential Elements, not the Michigan Common Core. The alternative assessment is the most appropriate assessment for them to take to assess their current achievement levels.

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	1200
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	62
Projected Participation Rate	5.2%

Local Plan

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

Audience	Topics and Method of Training	Date
Administration, Special ed, Gen Ed	Alternative assessment selection guidance document.	03/16/2020

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: Warren Consolidated Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.9	1.7	1.8	+
Mathematics	1.9	1.7	1.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	0.9	1.3	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff-All	03/29/2019	Powerpoint Presentation	District Staff
Individualized Conversations	04/26/2019	As supervisors proactively check IEPs, they have conversations with individual staff members.	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

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

Assessment Data Table	Number
Total Number of students tested overall	7290
Total Number of students tested with MI-Access	130
Students in center-based program from outside district	49
Adjusted Total	7241
Adjusted Participation Number	81
Adjusted Rate	1.1%

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	7160
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	183
Projected Participation Rate	2.6%

Local Plan

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

Audience	Topics and Method of Training	Date
All Special Education Staff	how to choose an alternative assessment and when to do it	03/06/2020

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: Warren Woods 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	2.9	2.9	3	+
Mathematics	2.8	2.9	3.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.9	2.5	3.2	+

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
LEA SE Directors and Supervisors	03/18/2019	MAASE meetings at MISD MDE alternative assessment decisions	ISD Staff
Teacher Consultants Psychologist, SSWs, Transition Coordinators	03/01/2019	Staff meetings, PLCs Spring assessment and alternative assessments guidelines	District Staff
SE Providers	03/22/2019	Staff meetings, PLCs Spring assessment and 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	1617
Total Number of students tested with MI-Access	50
Students in center-based program from outside district	40
Adjusted Total	1577
Adjusted Participation Number	1527
Adjusted Rate	96.8%

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	1718
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	46
Projected Participation Rate	2.7%

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
SSW, Speech	Assessment selection, alternative content standards, alternative assessment	02/21/2020
Teacher Consultants, School Psychologist	Assessment selection, alternative content standards, alternative assessment	03/06/2020
Building Administrators	Assessment selection, alternative content standards, alternative assessment	03/23/2020
Superintendent Cabinet members	Assessment selection, alternative content standards, alternative assessment- 1% cap justification	03/16/2020

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

Continuous professional development for staff is scheduled during staff meetings and PLCs. Assessment decisions are made by IEP team members along with consultation with SE administration.

Warren Woods has 2 center-based programs for students with significant impairments K-post secondary. This impacts our numbers of students who take the alternative assessment. Warren Woods also had CI programs K-12 that many students from local districts without these programs chose to attend after applying for School of Choice.



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

Member District: **Mt. Clemens Montessori 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	0.8	+
Mathematics	0	0	0.8	+
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: Great Oaks 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	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
Great Oaks support staff	01/09/2019	data collection, alternative options to Mi-Access, review of the MDE document "Should my student take the alternate assessment"	District Staff
Great Oaks support staff and leadership	09/18/2019	data collection, alternative options to Mi-Access, review of the MDE document "Should my student take the alternate assessment"	District Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

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	486
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate	1.2%

Local Plan

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

Audience	Topics and Method of Training	Date
special education teachers and administration	Track accommodations, MDE document "Should my student take the alternate assessment?", determine point of access-make the curriculum accessible	02/06/2020
school administration	sharing and processing 'Should my student take the alternate assessment' document from MDE, review of student data collection and using that data to for appropriate assessment selection	02/06/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

The district will track student progress on Mi-Access and identify if/where students are taking Functional Independence and scoring "Attained" and "Surpassed" and discuss in each student's IEP to determine the most appropriate assessment. The district will also cross compare student's alternate assessment with their instructional days to ensure alignment between content standards taught and assessments taken.



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

Member District: **Prevail 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	1.1	1.2	+
Mathematics	1.1	1.1	1.2	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Prevail Support Staff	03/25/2020	data collection, alternative options to Mi-Access, review of MDE document- "Should my student take the alternate assessment?"	District Staff
Prevail Leadership Team	02/18/2020	data collection, alternative options to Mi-Access, review of MDE document- "Should my student take the alternate assessment?"	District Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

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	352
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
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 support staff	Technical assistance and training on use of MDE online training and resources for appropriate assessment selection.	06/12/2020
school administration	sharing and processing 'Should my student take the alternate assessment' document from MDE, review of student data collection and using that data to for appropriate assessment selection	06/12/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

The district will track student progress on Mi-Access and identify if/where students are taking Functional Independence and scoring an "attained" and "surpassed" and discuss in each student's IEP to determine the most appropriate assessment. The district will also cross compare student's alternate assessment with their instructional days to ensure alignment between content standards taught and assessments taken.



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

Member District: Academy of Warren

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	2.3	2.1	-
Mathematics	1.5	2.3	2.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	4.7	2.1	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
All Special Education Teachers	02/12/2020	Meeting with staff, direct to MDE for information	District Staff
All special education teachers	02/12/2020	Meeting with Special Education Director	Other Spec. Ed Director

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	442
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	10
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
All special education teachers	Monthly meetings/PD with Spec. Education Director in regards to specialized design, alternative assessments and how and when to provide both	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

District Comments

The member district allows IEP team members to decide which students take an alternate assessment, using the state assessment rules.



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

Member District: Reach Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.6	1.2	0.5	-
Mathematics	1.6	1.2	0.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	1.5	0	-



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

Member District: Michigan Mathematics and Science 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	0.7	+
Mathematics	0	0.3	0.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: **Noor International 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: Rising Stars 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: **Macomb Montessori Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.9	3.5	4.8	+
Mathematics	2	3.5	4.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education staff	03/01/2019	Discussion regarding MI-Access and the 1% target for students taking an alternate assessment.	District Staff
Special Education Teachers	01/07/2019	The district made the MI-Access webinar available to resource teachers to review when determining whether an alternate assessment is needed (which includes the interactive flowchart).	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	78
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate	5.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff	We will train our staff on the alternate assessment flow chart on March 6, 2020.	03/06/2020

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