

## Justification Forms Summary Report Directions

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



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

## ISD Name: Newaygo County RESA

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)	7
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)	7

### 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
09/12/2019	The ISD staff provided an in person and virtual training to all special education and ancillary providers. The training reviewed the current participation data for each district in the state assessments. The training also demonstrated the access and use of the MDE interactive tool for selecting the appropriate state assessment, the use of the flow chart and the importance of informing families of the impact of choosing an alternative state assessment.
10/23/2019	The ISD staff provided an in person training to principals regarding the current participation rate data for state assessments. The training also demonstrated the access and use of the MDE interactive tool for selecting the appropriate state assessment, the use of the flow chart and the importance of informing families of the impact of choosing an alternative state assessment.
10/03/2019	ISD staff shared MDE and Michigan Alliance for families resources regarding decision making for appropriate state assessment participation during IEP team meetings.

**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
Fremont Public School District	03/15/2019	<p>The ISD shared feedback from MDE regarding alternative state assessments as provided in an email from John Jaquith on 2/15/2019. The ISD made administrators and special education teachers aware of the MDE online resources available. The MDE online resources available included the interactive tool, how to subscribe to the Spotlight and the MDE website to access the flow chart for IEP decision making. At this time, the district was also given the recommendation that they should include a conversation with parents regarding the long term impact of choosing an alternative curriculum and alternative assessment in regard to graduation verses certificate of completion.</p>
Hesperia Community Schools	03/15/2019	<p>The ISD shared feedback from MDE regarding alternative state assessments as provided in an email from John Jaquith on 2/15/2019.</p> <p>There was significant discrepancy between what the district calculated and then reported compared to the actual data for 2019 state participation rates for Hesperia community schools. The ISD discovered that the lead person for completing the 1% Justification form did not understand the calculation and did not ask questions prior to completing the form. The district responded by correcting their information, educating the administrative team more thoroughly and reassigning the district responsibility to an administrator rather than the secondary assessment coordinator.</p> <p>Additionally, the ISD made administrators and special education teachers aware of the MDE online resources available. The MDE online resources available included the interactive tool, how to subscribe to the Spotlight and the MDE website to access the flow chart for IEP decision making. At this time, the district was also given the recommendation that they should include a conversation with parents regarding the long term impact of choosing an alternative curriculum and alternative assessment in regard to graduation verses certificate of completion.</p>

Grant Public School District	03/15/2019	<p>The ISD shared feedback from MDE regarding alternative state assessments as provided in an email from John Jaquith on 2/15/2019. The ISD made administrators and special education teachers aware of the MDE online resources available. The MDE online resources available included the interactive tool, how to subscribe to the Spotlight and the MDE website to access the flow chart for IEP decision making. At this time, the district was also given the recommendation that they should include a conversation with parents regarding the long term impact of choosing an alternative curriculum and alternative assessment in regard to graduation verses certificate of completion.</p> <p>Grant's professional development plan included educating the administrative team, teachers and parents about state alternative assessments. The team created a review process for all students participating in an alternative assessment. Grant's administrative team, on a quarterly basis, reviewed student level data and IEP team decisions regarding student participation in the state system to ensure that state guidelines were being implemented. When the data demonstrated a variance in an IEP team recommendation, the appropriate administrator would reconvene the IEP team to have a more in depth conversation and dialogue about the student's participation in the appropriate state assessment.</p>
Newaygo Public School District	03/15/2019	<p>The ISD shared feedback from MDE regarding alternative state assessments as provided in an email from John Jaquith on 2/15/2019. The ISD made administrators and special education teachers aware of the MDE online resources available. The MDE online resources available included the interactive tool, how to subscribe to the Spotlight and the MDE website to access the flow chart for IEP decision making. At this time, the district was also given the recommendation that they should include a conversation with parents regarding the long term impact of choosing an alternative curriculum and alternative assessment in regard to graduation verses certificate of completion.</p>
White Cloud Public Schools	03/15/2019	<p>The ISD shared feedback from MDE regarding alternative state assessments as provided in an email from John Jaquith on 2/15/2019. The ISD made administrators and special education teachers aware of the MDE online resources available. The MDE online resources available included the interactive tool, how to subscribe to the Spotlight and the MDE website to access the flow chart for IEP decision making. At this time, the district was also given the recommendation that they should include a conversation with parents regarding the long term impact of choosing an alternative curriculum and alternative assessment in regard to graduation verses certificate of completion.</p> <p>The ISD also shared with the administrative team for clarification that although IEP teams do make individual decisions, the IEP teams must still make these decisions within the state guidelines.</p>

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

*If MDE could provide a document regarding certificate of completion vs diploma that might be a compliment or replace the document our ISD TA team created copied and pasted below that would be helpful.*

## *Potential Effects of Certificate of Completion Course of Study*

### *Overview:*

*The State of Michigan requires students' high school coursework to align with the Michigan Merit Curriculum (MMC) in order to earn a high school diploma. A high school diploma is awarded by the local school district when a student has met state and district requirements.*

*Students with an IEP, whose disability impacts their ability to meet the MMC requirements for a diploma, may be eligible for a Certificate of Completion. Only students in special education with an IEP are eligible for this alternate course of study option.*

*The IEP team should carefully consider the following effects in order to make the best programming decisions for a student that align with the student's post-secondary vision & transition goals.*

### *Effects for consideration:*

*Students identified to receive a certificate of completion (CofC) course of study...*

- can apply for entry to NC RESA's Career-Tech Center while still in high school*
- may enroll in community college courses towards certificate programs*
- may be eligible to go right into the workforce upon leaving high school*
- should make an appointment with MRS: Michigan Rehabilitation Services to see what post-secondary transition services he/she could be eligible for and benefit from*
- may be eligible to attend MCTI: Michigan Career Technical Institute in Plainwell, Michigan, to learn a trade and receive technical training (upon successful application and placement determination via MRS)*
- will likely still participate in the social promotion of graduation ceremonies and senior activities at his/her local school district*
- have more flexibility of what high school courses could look like since CofC course development is based on student needs identified in the IEP and not the MMC: Michigan Merit Curriculum*
- are still entitled to receive an offer of FAPE: Free Appropriate Public Education from their resident school district if their transition needs warrant, as determined by the IEP team*
- may not be eligible for degree seeking programs at a community college*
- may not be eligible for federal financial aid towards post-secondary education (FAFSA)*
- may not be eligible for jobs requiring a high school diploma*
- may not be eligible to enlist in the U.S. military*
- may not be eligible to attend 4-year universities as academic entry requirements cannot be met without successful completion of the MMC*

*Note: an alternate curriculum (other than MMC) may make a student eligible for alternate (state) assessment (as determined by the IEP team)*

## 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: Newaygo County RESA

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	100	100	100	No change
Mathematics	100	100	100	No change
Science	N/A	N/A	N/A	N/A
Social Studies	100	100	100	No change

## Professional Development Provided

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

Yes  No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
special education Teachers	09/12/2019	Reviewed 1% Cap information, state guidance and assessment selection guidance and process. Methods: In person, virtual, and supplemental materials.	ISD Staff
County Principals	10/23/2019	Reviewed 1% Cap information, state guidance and assessment selection guidance and process, Method: in person and supplemental materials provided.	ISD Staff

### Contributing Factors

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

- Yes    No

Select the option that applies:

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

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

- Yes    No

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

Assessment Data Table	Number
Total Number of students tested overall	5
Total Number of students tested with MI-Access	5
Students in center-based program from outside district	5
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

Is there other justification to provide?

- Yes    No



Please describe other justification:

*100% of the students attending NCRESA center-based program are in a center-based program and are from all the membership districts throughout the county. All students have moderate to severe cognitive or multiple impairments. All the students attending the center-based program at NCRESA, participate in an alternative curriculum supporting the extended standards that best aligns with an alternative state assessments. Based on the effective use of the decision making flowchart provided by MDE, the IEP teams determined that an alternative assessment was most appropriate for each of the 5 individual 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	4
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
<b>Projected Participation Rate</b>	100%

## Local Plan

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

Audience	Topics and Method of Training	Date
Teacher and member district representatives	Review of student level and building level data, process for IEP teams to determine appropriate state assessments	09/30/2020
County wide special education teachers	Review of student level and building level data, process for IEP teams to determine appropriate state assessments	09/30/2020
teachers at center-based program	Review expectations for IEP process when determining state assessments for students.	09/30/2020

## Resources and Technical Assistance

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

Yes  No

## **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: Fremont Public School District

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3	2.4	2.5	+
Mathematics	3	2.4	2.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.8	1.8	2.3	+

## Professional Development Provided

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

Yes  No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	09/12/2019	M-Step vs. Mi-Access - Face-to-face training with guidance documents. Reviewed participation data and reviewed state resources for making decision about appropriate state assessments during the IEP meeting.	District Staff
Special Education Teacher	01/31/2020	Appropriateness of Mi-Access testing for our special education population - Face-to-Face training with MDE guidance information	District Staff
Principals' Meeting	10/23/2019	M-Step vs. Mi-Access - Face to Face training with guidance documents. Reviewed participation data and reviewed state resources for making decision about appropriate state assessments during the IEP meeting.	District Staff

## Contributing Factors

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

Yes  No

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

Yes  No

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	1089
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	16
<b>Projected Participation Rate</b>	1.5%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Providers	Face-to-Face with NCRESA personnel - Managing the 1%	05/01/2020

## 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.

*NCRESA will need to continue to provide continued and updated training to staff and continue to explore additional options for supporting parents in making informed decisions.*

## 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**

*Fremont Public Schools will continue to train, encourage and hold IEP team (staff and parents) accountable to follow Michigan Department of Education guidance in determining appropriate state assessments for students. The district will continue making individualized decisions at IEP team meetings regarding which state assessment is appropriate for each student. The district will continue to work with NCRESA in providing continued and updated training to staff and continue to explore additional options for supporting parents in making informed decisions.*

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

*The following changes need to be updated:*

*Please change English participation rate from 24 to 2.4*

*Add professional development:*

*NCRESA staff trained special education teachers 9/12/19 . and Principal's meeting 10/23/19  
Reviewed participation data and reviewed state resources for making decision about appropriate state assessments during the IEP meeting.*

*call Lynette Hodges with questions. 231-652-3678*



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

## Member District: **Grant Public School District**

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	1.8	2.3	1.5	-
<b>Mathematics</b>	1.8	2.3	1.5	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.9	1.9	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
Teaching Staff	09/16/2019	Countywide Special Ed. meeting	ISD Staff
Teaching Staff	11/15/2019	Alternative assessment training. Power point and discussion.	ISD Staff
Teaching Staff	01/16/2020	Countywide Special Ed. meeting	ISD Staff

## Contributing Factors

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

Yes  No

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

Yes  No

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	915
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	9
<b>Projected Participation Rate</b>	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 Ed. Teachers	Alternative assessment selection. Professional development provided by Local ISD.	09/12/2019
Principal's meeting	Reviewed alternative assessment data, reviewed MDE guidance documents, and discussed IEP process for determining appropriate alternative assessment.	10/23/2019
Special Education PLC	Reviewed and discussed MDE guidelines for determining Alternative assessments. Teachers will discuss with the IEP what an appropriate assessment should be for each individual student. Building administrators will review state assessment data and review all alternative assessment decisions.	02/21/2020
Special Education teachers and test coordinators	The district will hold a training to review MDE Alternative assessment guidelines and review class lists for grades 3-8 to determine which students would be eligible for an alternative assessment for the 2020 -2021 school year.	08/25/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

## District Comments

*During all of our IEP team meetings we evaluate which statewide assessment is the most appropriate for the student that we are discussing. We follow the MDE Alternative testing guidelines in which we have been trained.*

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

*3/9/2020- Please change dates in the PLAN section to be in the future.*

*Please update professional development section: 9/12/19 - Topic: Reviewed alternative assessment data, reviewed MDE guidance documents, and discussed IEP process for determining appropriate alternative assessment. 10/23/19 Principal's meeting- same description as above. Local Plan - Please change the date to be in the future. Please describe what Grant Public Schools is doing to decrease their alternative assessment participation in addition to ISD training. \*\*Please include district designees to be trained to holding IEP teams accountable regarding review of state assessment data and consideration for appropriate participation in state assessments.*



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

## Member District: **Hesperia 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
<b>English Language Arts</b>	3.1	2.1	3.4	+
<b>Mathematics</b>	3	2.3	3.4	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	2.5	2.4	2.4	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	08/27/2019	M-Step v. MiAccess using the guidance documents within a PLC. Data was reviewed. IEP considerations were discussed.	District Staff
Principal's Meeting	10/23/2019	M-Step v. MiAccess using the guidance documents within a PLC. Data was reviewed. IEP considerations were discussed.	ISD Staff

## Contributing Factors

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

Yes  No

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

Yes  No

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	486
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	19
<b>Projected Participation Rate</b>	3.9%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Providers	PLC's: Managing 1% incidents	04/13/2020

## 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: Newaygo Public School District

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.2	2.3	1.5	-
Mathematics	3.2	2.4	1.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.4	2	1.5	-

## Professional Development Provided

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

Yes  No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special education staff	09/12/2019	In person/virtual county-wide special education training Reviewed alternative assessment data, reviewed MDE guidance documents, and discussed IEP process for determining appropriate alternative assessment	ISD Staff
Administration	10/23/2019	In person county-wide training Reviewed alternative assessment data, reviewed MDE guidance documents, and discussed IEP process for determining appropriate alternative assessment	ISD Staff

## Contributing Factors

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

Yes  No

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

Yes  No

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	870
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	11
<b>Projected Participation Rate</b>	1.3%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special education staff and administrators	Alternate assessment rate progression and goals, electronic correspondence	03/02/2020
Special education staff and administrators	NC RESA to provide virtual/in person training on alternate assessment rates	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

## 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)

*Hi Adam,*

*This looks great, but please add the topic to the professional development list for the county special ed meeting and the principal's meeting.*

*Topic: Reviewed alternative assessment data, reviewed MDE guidance documents, and discussed IEP process for determining appropriate alternative assessment.*

*Thank you!*

*Lynette*



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

## Member District: **White Cloud 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
<b>English Language Arts</b>	4.4	2.9	2	-
<b>Mathematics</b>	4.4	2.7	2.2	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	3.2	2.1	0.5	-

### Professional Development Provided

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

- Yes     No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
County Principals	10/23/2019	Reviewed 1% Cap information, state guidance, and assessment selection guidance and process	ISD Staff
County Special Education Teachers	09/12/2019	Reviewed 1% Cap information, state guidance, and assessment selection guidance and process	ISD Staff

## Contributing Factors

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

Yes  No

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

Yes  No

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	504
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	10
<b>Projected Participation Rate</b>	2%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers and administrators	State guidance will be reviewed for assessment selection, training on assessment selection, and alternate assessments; Information will be given at a meeting verbally, electronically, and via hard copy	03/11/2020
Special Education Teachers and administrators	State guidance will be reviewed for assessment selection, training on assessment selection, and alternate assessments; Information will be given at a meeting verbally, electronically, and via hard copy	08/25/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

## District Comments

*Hello,  
Date was corrected. Thank you.  
Lorie*

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

*Hi Lori,*

*Thank you for doing a good job in completing this justification form. Please make the following changes for professional development date for the county special ed meeting the 9/25/19 to 9/12/19 .*

*That is all!*

*Thank you!*

*Lynette*



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

## **Member District: Big Jackson School District**

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### **Data**

Please indicate the 1% participation rate data:

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