

## 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: Oakland Schools**

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**

<b>Data</b>	<b>Total</b>
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)	51
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)	30

## 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
04/29/2019	Shared MDE's district-specific feedback to each LEA/PSA, regarding their justification form and local plans.
07/29/2019	Uploaded MDE tools and revised professional learning presentations to ISDs MiPlace resource website.
10/02/2019	Presented and viewed ISD-developed parent training video to the county Parent Advisory Committee; link was shared with members to distribute to parents within their individual districts.
10/11/2019	Shared ISD-developed parent training video to the Special Education Administrators of Oakland County referent group; video was uploaded to ISDs MiPlace resource website.
10/23/2019	ISD personnel delivered professional learning to 100+ participants in "IEP Coach" training that included participation from all 28 LEAs and 4 PSAs. Professional learning topics covered included the following: state guidance on state assessment selection, how to access MDE online professional learning tools, review of state and local county data with regard to participation rates and performance data.
01/10/2020	ISD distributed student level data reports to the special ed. administrators of each of the 28 LEAs using Illuminate DnA program; data reports included all students within the district who took MIAccess last school year and included the following characteristics: demographic information (including subgroup info.), grade, building, MIAccess performance data from previous test year, IDEA disability, specialized programming placement, and percentage of time in general ed. (i.e., ed. environment). Reports also provided opportunity for additional data entry (by district personnel), to include input from most recent student IEPs (adaptive present level data, course of study, and standards that goals/objectives were anchored to (General/Alternate). ISD encouraged administrators to share reports with caseload providers and other IEP team members to review. The intent of the review was to identify any potential student characteristics that would inform the team as to whether additional consideration is needed to ensure appropriate assessment fit.
01/14/2020	Offered and facilitated a work group with special ed. administrators to brainstorm and discuss local plan activities to consider including in justification forms.

**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
Walled Lake Consolidated Schools	03/22/2019	Provided professional learning to special ed. teachers, coordinators, administrators and related service providers; training included review of state guidance on state assessment selection, how to access MDE online professional learning tools, review of state, county, and local district data with regard to participation rates.
Pontiac City School District	08/26/2019	In collaboration with the MDE, provided professional learning to special ed. teachers, coordinators, administrators and related service providers; training included review of state guidance on state assessment selection, how to access MDE online professional learning tools, review of state, county, and local district data with regard to participation rate and performance data.
Pontiac City School District	01/28/2020	Met with special education teachers, administrators, and district assessment coordinator to review student level data reports; based on review, identified students in need of follow up IEP team review/consideration to redetermine most appropriate state assessment fit.

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

*Examples of how the MDE might expect districts to address areas of disproportionality that are separate/different from how they are addressing exceeding 1% as a whole? My recommendation to districts has been to review their ISD prepared student level data reports, filter out the subgroup of students (for which they are in dispro for), and review their performance scores and any other characteristics that may warrant a potential reconsideration of the assigned state assessment. However, we are suggesting to districts to engage this process for all students assigned MIAccess.*

## Assurances

### Please provide the following assurances.

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

Yes    No

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

Yes    No

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

Yes    No



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

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

## Member District: Oakland 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				
Mathematics				
Science	N/A	N/A	N/A	N/A
Social Studies				



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

## Member District: **AGBU Alex-Marie Manoogian School**

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	0.1	0.1	0.1	No change
<b>Mathematics</b>	0.1	0.1	0.1	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.1	0.1	0.1	No change



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

## Member District: Pontiac Academy for Excellence

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2	2.6	2.3	-
Mathematics	2	2.4	2.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.2	2.7	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	08/29/2019	State guidelines assessment flowchart. State assessment decision-making. Alternate essential standards and curriculum alignment.	District Staff
Administration/Teachers	11/08/2019	State guidelines assessment flowchart. State assessment decision-making.	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	348
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	10
<b>Projected Participation Rate</b>	2.9%

## 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 Staff	Training Alternate content standards and appropriate assessment selection	03/06/2020
Special Education/GE Staff	Professional development on specialized instruction for students on alternate curriculum	08/27/2020
Special Education Staff	Student level data analysis to review scores of students currently assigned MI-ACCESS	06/05/2020

## 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

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

*Hi Shelly,*

*|Are the two activities you identified in your local plan training? If so, might you add that? Also, may I suggest you develop an additional activity for your local plan? I would encourage your staff to conduct student level data analyses, by reviewing the characteristics of the 10 students currently assigned MIAccess, to assess whether there may be any "red flags" or alerts that would warrant further consideration by the IEP team (e.g., eligibility, placement programming, ed. environment, etc). One important characteristic to review is whether students who took MIAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI). Please consider this activity.*

*Shelley*



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

## Member District: Great Lakes 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	2.2	2.1	-
Mathematics	2.4	2.2	2	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.6	1.4	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
None	02/03/2020	None	District Staff
None	02/02/2020	None	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	94
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
<b>Projected Participation Rate</b>	2.1%

### Local Plan

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

Audience	Topics and Method of Training	Date
None	None as of yet	02/24/2020

## Resources and Technical Assistance

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

Yes  No

Please detail the need for additional resources and technical assistance.

*I need to go to the MI-Access website and take training on how to select the assessment(s).*

## 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 only utilize these MI-Access assessments for students who have cognitive impairments. We also have a small school which brings our percentage up.*

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

*Hi Phil,*

*Have you taken MDEs online Assessment Selection Guidelines Training? Also, have you utilized their Interactive Decision Making Tool? If so, and it was after January, 2019, please indicate so in your PD section. If you have not received the training at all, please identify this as an activity in your local plan. Both are great tools and very informative as to what factors should and should not be considered in state assessment selection. If you go to the MDE MIAccess homepage, you will see links to both under the Professional Development section*

*Thanks,*

*Shelley*



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

## **Member District: Dr. Joseph F. Pollack Academic Center of Excellence**

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

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

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

### **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	0.2	0	0	No change
<b>Mathematics</b>	0.2	0	0	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.5	0	0	No change





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

## Member District: Holly Academy

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.4	0	0	No change
Mathematics	0.4	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	0	0	No change



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

## Member District: Walton 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	1.2	0	0	No change
Mathematics	1.2	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 and Technology Academy of Pontiac**

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	2.2	2.2	No change
Mathematics	2.6	2.2	2.2	No change
Science	N/A	N/A	N/A	N/A
Social Studies	4.1	1.8	1.8	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
All School Faculty	08/27/2019	Special education topics including testing, evaluations, alternate assessments, discipline, IEPs and child find.	District Staff
Special Education Team	11/07/2019	Review of the "Should my Student Take the Alternate Assessment?" guidance document and review of all IEPs.	District Staff
Middle and High School Special Resource Teachers	11/07/2019	Watched the MI-Access 2019 Test Administration Training Video on MDE's website as a team.	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	399
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	9
<b>Projected Participation Rate</b>	2.3%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Resource Room Teachers	All resource room teachers will review all of their student's IEPs to look at characteristics and achievement and performance data. Additionally, each resource room teacher will use the "Should my Student take the Alternate Assessment?" guidance document on MDE's website for each student with an IEP.	03/31/2020
Special Education Resource Room Teachers, parents and Academic Coaches	Review of all Mi-Access data. Students who over-performed (exceeded average scores) will be considered to take the state assessment as opposed to alternate assessments. Review of scores meetings will be completed with parents, academic coaches and special education teachers.	06/05/2020

## 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: Birmingham Public Schools

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.8	1.7	1.9	+
Mathematics	1.8	1.7	1.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0.9	0.7	-

## Professional Development Provided

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

Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Service Providers	10/14/2019	Review of state guidelines for determination of student assessment, MSTEP v. MIAccess and of previous year's student assessment results.	District Staff
Special education teachers	12/10/2019	Review of state guidelines for determination of student assessment, MSTEP v. MIAccess and review of previous year's student assessment results.	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	4211
Total Number of students tested with MI-Access	78
Students in center-based program from outside district	40
<b>Adjusted Total</b>	4171
<b>Adjusted Participation Number</b>	38
<b>Adjusted Rate</b>	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	4199
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	65
<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 staff	Planning for specialized instruction	08/24/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No





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

## Member District: **Ferndale 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>	1.4	1.9	1.4	-
<b>Mathematics</b>	1.4	1.9	1.4	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.6	0.9	0.1	-

### 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 district special ed teachers/ ancillary staff	09/03/2019	Reviewed MDE online assessment training module, review the MDE online interactive decision tool and flowchart, and required information to share w/ parents when an alternate assessment is being considered or selected.	District Staff
All district special ed teachers and ancillary staff	10/31/2019	Reviewed MDE online assessment training module, review the MDE online interactive decision tool and flowchart, and required information to share w/ parents when an alternate assessment is being considered or selected.	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	1574
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	17
<b>Projected Participation Rate</b>	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
All special education teachers and ancillary staff (SSWs, SLPs, school psychologists)	-Alternate content standards (K-12), Selection of the appropriate assessment, alignment between curriculum and assessment	06/12/2020
All special education teachers/ staff	Utilize Illuminate for data analysis re: students who are designated to take MI- Access to identify students who may need increased instructional rigor within the gen ed curriculum and who may potentially participate in the M- STEP assessment based on Surpassed Scores	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

*Thank you, Shelley! Yes, that would be great to add to the plan as I had pulled up the data report in Illuminate and had planned to review with staff. I am making the revision and re-submitting.*

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

*Hi Natalie,*

*May I suggest you develop an additional activity for your local plan? I would encourage your staff to utilize the Illuminate student level data analysis to review the 17 students who are currently assigned MIAccess, to assess whether any characteristics may be "red flags" or alerts that would warrant further consideration by the IEP team. One important characteristic to review is whether students who took MiAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI).*

*Shelley*



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

## Member District: **Pontiac City School District**

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	9.2	8.4	8.2	-
<b>Mathematics</b>	8.4	8.2	8	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	5	4.6	4.4	-

### 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, Ancillary Staff & Assessment Coordinator	08/26/2019	PLAAFP - Measurable Goals, Discipline Concerns & State Alternate Assessment (1%) Professional Learning	ISD Staff
Special Education Teachers (Resource & Self-Contained)	11/05/2019	IEPs for Students who will take M-Step & Alternate Assessment Professional Learning	District Staff
District RAP (Review Analysis Process) Team & Assessment Coordinator	01/28/2020	Data Dig - Alternate Assessment Analysis Informational Session	ISD Staff
Special Education Teachers & Ancillary Staff	02/22/2020	IEP Compliance Workshop - Make That Connection; Alternate (1% CAP) & IEP Assessment Documentation Professional Learning/Workshop	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	2120
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	122
<b>Projected Participation Rate</b>	5.8%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers, Ancillary Staff, District Assessment Coordinators and District RAP (Review Analysis Process) Team	IEP Compliance Workshop - Make that Connection; Compliant IEP Completion, MDE Alternate Assessment Determination Checklist & IEP Paperwork (Initials, Annuals & Re-eval IEPs) - Professional Learning Workshop	02/22/2020
RAP (Review Analysis Process) Team & Assessment Coordinator	Data Dig - Review Updated Alternate Assessment Analysis & Flag Students - Informational Session	04/17/2020
Special Education Teachers & Ancillary Staff	Let's Wrap It Up! Data & Documentation - Programs, Services, Supports & Assessments - Professional Learning	04/25/2020

## 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**

*The District RAP (Review Analysis Process) Team, the District Assessment Coordinator, and the ISD staff met on January 28, 2020 to conduct a Data Dig utilizing the Illuminate student reports - review and discuss our Alternate Assessment Analysis.*

*Actions were: 1) Reviewed assessment data from Illuminate student reports for students w/IEP*

*2) Flagged students with a + to have additional conversation with Case Manager regarding IEP alignment and student's needs*

*3) Reviewed IEPs to view documented assessment and instructional match (time spent in gen ed vs. assessment)*

*As a Result: A) Findings were presented to Case Managers for discussion of assessment and instructional time spent in gen ed setting*

*B) RAP Team provided MDE Online Assessment determination checklist to Case Managers and Department Staff*

*C) Debriefed and discussed future implementation*

*The District also will continue to monitor IEP paperwork completed (Initials & Annual IEPs, as well as Re-eval IEPs) to review course of study, instructional time in gen ed setting, and assessments and flag any potential students who may warrant additional consideration of state assessment selection.*

*Finally, the District will communicate with the parent as to the assessment and implication in relations to student's needs and post secondary education.*

*We feel by following the above steps/process, it will help to ensure students are taking the appropriate assessment, and the District is striving to remain in compliance (to meet the 1% CAP) without compromising the District's obligation to meet the needs of students with disabilities/IEPs.*

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

*Hi Dr. Jamison,*

*Per your local plan, can you expand on the Alternate Assessment Determination and IEP Documentation? What will that entail? Is this training? Review? Also, please consider adding that the district will continue to conduct student level analyses to continue to flag any potential students that may warrant additional consideration of state assessment selection.*

*Thanks!*

*Shelley*





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

## Member District: Royal Oak 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	1.2	+
Mathematics	1.2	1	1.2	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.2	0.3	0.6	+

## Professional Development Provided

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

Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Department	03/06/2019	Reviewed State Guidelines for Participation in Alternate Assessments Celebrated 1.0 participation!	District Staff
Special Education Department	03/21/2018	Reviewed State Guidelines for Participatin in Alternate Assessments Provided scenerios where students could take M-Step and MI-Access	District Staff
Special Education Department	09/18/2019	Reminded staff of MDE Guideline for Alternate Assessments, shared flow chart and answered questions	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:

*Royal Oak School District does not operate a Center-Based Program. However, we do have 5 classrooms for students with ASD and 5 classrooms for students with cognitive impairment. We also have students in the CI classroom on a Cooperative Agreement and Schools of Choice. Although students in our self-contained programs present with the greatest need of intervention for students in our district, decisions regarding alternate assesmmet is always made by the IEP Team, using the MDE guidance document. There is a likihood that an increase in the number of students taking an alternate assessment is based on the current number of students in the assessment grade level. For example, our high school had no 11th graders last year, only 9th and 10th graders. This year the majority of our students are 11th graders.*

## 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	2679
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	37
<b>Projected Participation Rate</b>	1.4%

## Local Plan

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

Audience	Topics and Method of Training	Date
SE Teachers, GE Teachers	Professional Development occurs more than 3 times a year in the form of face to face discussion, follow up Q & A documents and check-ins by buiding level psychologists, and IEP meetings.	02/26/2020
SE Teachers & Ancillary Staff	Review the Guidance Document provided by MDE to ensure all stakeholders are mindful of the process for determining appropriate Sstate assessments. This is accomplished through professional development for every level of programming.	09/18/2019
SE Teachers & Ancillary Staff	Newlettter reminder to refer to MDE document that is posted on SE Department Website	11/20/2019
SE Teachers & Ancillary Staff	During our professional development time, teachers will review data from their students who have been taking the alternate assessment to look closer at their progress and determine is there are Red Flags as it relates to the appropriateness of the selected State Assessment.	02/26/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

## District Comments

*The Royal Oak School District provides on-going professional development for SE Staff and general education staff. The flowchart and state guidelines provided by MDE is reviewed every fall for staff at the beginning of the new school year. Frequent updates are provided via email and our SE Department website.*

*The IEP team is responsible for determining the appropriate assessment based on current data and feedback from all stakeholders. In the past our district has fluctuated between 1% and 1.2%. This year our projection for students taking the alternate assessment is 1.4%. It would appear the increase in alternate assessment is due to new enrollment in self-contained programs, through Schools of Choice and Cooperative Agreements with neighboring school districts. Our teachers have continued to take a closer look at students data and will often select the State assessment for 1 subject area and alternate assessment for another. Our students who are identified for MI-Access will often show progress by moving from a functional level to a supported level and likewise from supported to participation. Finally, the Royal Oak Schools District continues to be cognizant of disproportionality as it relates to assessment and discipline.*

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

*Hi Jane,*

*May I suggest you develop an additional activity for your local plan? I would encourage your staff to utilize the Illuminate student level data reports and analyze the 37 students currently assigned to take MiAccess - to determine whether any characteristics may be "red flags" or alerts that would warrant further consideration by the IEP team. One important characteristic to review is whether students who took MiAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI).*

*Shelley*



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

## Member District: **Berkley 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>	2	2.1	1.5	-
<b>Mathematics</b>	2	1.9	1.4	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.7	1.1	0.7	-

### Professional Development Provided

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

- Yes     No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
All district special education teachers and ancillary staff	08/22/2019	Shared District data portrait from Part B 2019 Strand Report, Reviewed State Assessment Determination Guidance document and gave all participants a copy, and watched State Assessment Selection Guidelines Training (with discussion) as a group	District Staff
Special education teachers	01/17/2020	Utilizing the ISD-created 2019 spring alternate assessment analysis data, found within Illuminate, I individually contacted teachers of students who have previously taken MIAccess. Using the Illuminate report, staff identified students who have surpassed previous year's MIAccess and may be in need of instructional changes that are aligned with general content standards (if surpassed FI) or a higher range of complexity (for those who surpassed P or SI). The State Assessment Guidance Document was shared again as well as an Alternate State Assessment Selection powerpoint that had been provided by the ISD.	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	2247
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	33
<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
All special education teachers and ancillary staff	Department meeting to review guidance document and ISD-provided powerpoint on determining state assessments	02/12/2020

## Disproportionality

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

Yes  No

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

### Economically Disadvantaged Status

Math	Dec. 6, 2019, the ISD met with staff from across the district to discuss our disproportionality in math in a day-long professional development session. One noted area to improve was that buildings do not routinely document characteristics such as race or economically disadvantaged when making some educational decisions. We are adding this tracking element to our MTSS documentation to be more mindful and purposeful in our decision-making. This PD session with our ISD targeted buildings with our lowest social economic status families. Our ISD has offered continuous consultation on our practices and procedures.
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## Resources and Technical Assistance

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

Yes  No



## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

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

*Hi Heather,*

*Food for thought: I'm wondering if, as part of your Local Plan, you may want to consider adding an activity around using the Illuminate report to identify students who have surpassed previous year's MIAccess and are in need of instructional changes that are aligned with general content standards (if surpassed FI) or a higher range of complexity (for those who surpassed P or SI). Perhaps your staff already completed this type of activity. If so, I would encourage you to add the detail to the PD section at the beginning.*

*Shelley*



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

## Member District: **Southfield 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>	2.8	2.7	2.8	+
<b>Mathematics</b>	2.8	2.7	2.7	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	2	1.3	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
District Administrators & Special Ed Teams	02/27/2019	Which Test to Give? Review of State Guidance Document	District Staff
Building Teams	09/25/2019	Review of State Guidance Document with building teams with our special education support teams (on-going).	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	5386
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	118
<b>Projected Participation Rate</b>	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
Resource Room Teachers Day I	Intense Training on Appropriate Assessments (Team will review the on-line MDE guidance training)	03/20/2020
Resource Room Teachers Day II	Team will review Illuminate data to determine the what assessment to administer.	03/27/2020
Principals & All Administrators	Supporting Testing Recommendations	02/27/2020

## Disproportionality

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

Yes  No

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

### Gender

Subject	Plan
English Language Arts	Restructure the resource room to provide direct explicit instruction in the area of ELA.
Math	Restructure the resource room to provide direct explicit instruction in the area of math.

## 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 is aware that we need to provide additional support to assist students and therefore, improve outcomes for students with disabilities.*



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

## Member District: **Avondale 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>	2.4	2.4	1.5	-
<b>Mathematics</b>	2.4	2.3	1.4	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	2.4	1.6	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
Building Administrators	12/11/2019	District Data reviewed as well as state guidelines on who can take an alternative assessment	District Staff
Teacher Consultant meeting	03/06/2020	District Data reviewed as well as state guidelines on who can take an alternative assessment. Plan to share this with staff overseeing IEP's	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	1790
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	20
<b>Projected Participation Rate</b>	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	MI Access Assessment guidelines	08/26/2019
Teacher Consultant Mtg	MI Access Assessment guidelines	01/17/2020
Teacher Consultants /Director	Review students who previously took MIAccess and look how they did	02/27/2020
TC's/Director	utilize the Illuminate student level data report, to review the 20 students who are currently assigned to take MIAccess,	02/28/2020

## 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 Marty,*

*May I suggest you develop an additional activity for your local plan? I would encourage your staff to utilize the Illuminate student level data report, to review the 20 students who are currently assigned to take MIAccess, and assess whether any characteristics may be "red flags" or alerts that would warrant further consideration by the IEP team. One important characteristic to review is whether students who took MiAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI).*

*Shelley*



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

## Member District: Bloomfield Hills 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	3	-
Mathematics	3.7	3.5	2.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	1.6	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 Teachers and Ancillary Staff	02/11/2019	In-person training for staff using materials taken from MDE including the Assessment Selection Guidelines Training and Interactive Decision Making Tool and how to complete a data dig	District Staff
All Special Education staff and administrators	01/27/2020	Newletter to all staff - information regarding 1% and how to determine which students should take Mi-Access. Staff were asked to do a data dig on students who have been assigned Mi-Access.	District Staff
All Special Education staff and administration	02/11/2019	Google Classroom - Alternate Assessment topic with PPT from presentation, handouts, and links to the decision making tool	District Staff
Special Education Administrators	01/10/2020	In-person information along with guidance provided by Oakland ISD regarding 1% Justification and student level reports	ISD Staff
Special Education Administrators	01/16/2020	In-person training at the MAASE Supervisors of Low-Incidence Populations conference. Topic was Mi-Access, ESSA, and 1% Justification	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

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

Assessment Data Table	Number
Total Number of students tested overall	2766
Total Number of students tested with MI-Access	84
Students in center-based program from outside district	38
<b>Adjusted Total</b>	2728
<b>Adjusted Participation Number</b>	46
<b>Adjusted Rate</b>	1.7%

Is there other justification to provide?

Yes  No

Please describe other justification:

*Bloomfield Hills School District operates two Center programs: Wing Lake Developmental Center for students educated in a SCI or SXI program and the Deaf and Hard of Hearing Program.*

## 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	2895
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	94
<b>Projected Participation Rate</b>	3.2%

## 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 ancillary staff, along with building administrators and building test coordinators	In collaboration with the Teaching and Learning Department, training regarding assessment selection will occur. This training will include information regarding alternate assessment content standards and how to determine whether or not students should take MiAccess vs. M-Step. The following training materials will be shared: Assessment Selection Training and Decision Making Tools and "Should My Student Take the Alternate Assessment." Ongoing conversations between the Special Education and Teaching and Learning Departments are currently occurring with regards to our Continuum of Services and Programs and curricular materials.	12/01/2020
Case Managers	Special Education Director/Supervisors will work with Case Managers utilizing the Student Level Illuminate Reports to assess whether or not there are any factors requiring additional reconsideration regarding assigned assessment	12/01/2020

## Disproportionality

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

Yes  No

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

### Economically Disadvantaged Status

Subject	Plan
English Language Arts	Utilizing the Student Level Illuminate Reports, all students who are economically disadvantaged will be reviewing to ensure assessment match.
Math	Utilizing the Student Level Illuminate Reports, all students who are economically disadvantaged will be reviewing to ensure assessment match.

### African American

Subject	Plan
English Language Arts	Utilizing the Student Level Illuminate Reports, all students who are African American will be reviewing to ensure assessment match.
Math	Utilizing the Student Level Illuminate Reports, all students who are African American will be reviewing to ensure assessment match.

## 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: **Clarenceville 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>	1.2	1.1	1.1	No change
<b>Mathematics</b>	1.2	1.1	1.1	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.9	1.5	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
District Administrators, Elementary Special Education Teachers, & Ancillary Special Education Staff K-12	01/10/2019	Reviewed MDE Alternate Assessment Guidance Document	District Staff
Middle School Special Education Teachers	03/19/2019	Reviewed MDE Alternate Assessment Guidance Document	District Staff
High School Special Education Teachers	01/18/2019	Reviewed MDE Alternate Assessment Guidance Document	District Staff

## Contributing Factors

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

Yes  No

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

Yes  No

Is there other justification to provide?

Yes  No

## 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	988
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	10
<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 Education Caseload Providers	Will review MI Access performance data from previous 2 school years to identify any students that have surpassed the content standards & individual coaching	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

Please detail the need for additional resources and technical assistance.

*The district has been involved with consultation & support from Oakland Schools Special Education Consultation during the 2019-20 school year and we will continue to utilize Oakland Schools resources in this area.*

## 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: Novi Community School District

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.6	0.7	0.7	No change
Mathematics	0.6	0.7	0.7	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.3	0.4	0.2	-



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

## **Member District: Oxford 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:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	1.2	0.9	1	+
<b>Mathematics</b>	1.1	0.9	1	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.6	0.7	0.7	No change



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

## Member District: Hazel Park City School District

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.8	3.2	3.1	-
Mathematics	3.8	3	3.2	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.6	1.7	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
Alternate Assessment guidelines training online	10/30/2019	online MDE training; staff completed individually	MDE
Miaccess student eligibility discussions	01/29/2020	face to face discussion with special education teachers to discuss students qualifying for MiAccess	Other Special Education Administrator

## 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	1372
Total Number of students tested with MI-Access	43
Students in center-based program from outside district	10
<b>Adjusted Total</b>	1362
<b>Adjusted Participation Number</b>	33
<b>Adjusted Rate</b>	2.4%

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	1381
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	40
<b>Projected Participation Rate</b>	2.9%

## Local Plan

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

Audience	Topics and Method of Training	Date
special education teachers	Ongoing training on selection criteria for MiAccess	01/06/2021
special education teachers	Caseload providers to review and analyze student level data to determine if reconsideration of qualifying students	01/06/2021

## Resources and Technical Assistance

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

Yes  No

Please detail the need for additional resources and technical assistance.

*Hazel Park special education administration may request the Oakland Schools ISD to facilitate professional development on the selection criteria to qualify students to take the MiAccess. Additionally, the ISD may provide training on the use and implementation of Illuminate reports to identify any characteristics that may disqualify from taking MiAccess.*

## 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: **Madison District 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>	1.8	1.3	0.9	-
<b>Mathematics</b>	1.8	1.3	0.9	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.8	0	0	No change



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

## Member District: Troy 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	0.9	0.9	No change
<b>Mathematics</b>	1	0.9	0.8	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.7	0.6	0.4	-





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

## Member District: West Bloomfield 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	2.2	2.3	1.7	-
Mathematics	2.2	2.3	1.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.5	0.7	0.8	+

## 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
District Administrators	12/16/2019	Links to online learning tools were provided to all district administrators and copies of the state guidance document on Alternate Assessments was provided via email	District Staff
Special Education Staff - teachers & ancillary staff	02/03/2020	Building level PLC teams reviewed and discussed the state guidance document & engaged in the "Interactive Decision Making Tool" Teams also viewed "Assessment Selection Guidelines Training"	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	2579
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	35
<b>Projected Participation Rate</b>	1.4%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Building Teams (teachers & Ancillary Staff)	Teams will dig into student level data via Illuminate reports for those students taking Alternate Assessments. Reports will be filtered by caseload; staff will be asked to review student characteristics to determine if IEP teams need to analyze state assessment assignment/recommendations	12/31/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No



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

## **Member District: Brandon School District in the Counties of Oakland and Lapeer**

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>	0.6	0.6	0.8	+
<b>Mathematics</b>	0.6	0.6	0.8	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.5	0.4	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 Ed. Staff	10/22/2018	Mi-Access Interactive tool	District Staff
Special Ed. Staff	02/03/2020	Mi-Access doc "Should My Student Take an Alternative Assessment" and link to MI-Access MDE page.	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	1156
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	9
<b>Projected Participation Rate</b>	0.8%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Ed. Staff	Discussion of state assessment options and accommodations for all	09/03/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

## District Comments

*Thanks, I entered the correct data. Sorry for the error. Thanks for your help.*

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

*Hi Diane,*

*Please reenter your district data and resubmit.*



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

## Member District: **Clarkston 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
<b>English Language Arts</b>	1.7	1.5	1.5	No change
<b>Mathematics</b>	1.7	1.5	1.6	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1	0.8	0.4	-

### 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
Spec Ed bldg teams	01/10/2019	Student information (3 years of student assessment data) and guidance documents (including MDE on-line assessment training module, interactive IEP decision making tool) were shared and reviewed by all teams in district	District Staff
All Special ed teachers and support staff	08/23/2019	Professional learning regarding Mi-Access guidelines	District Staff
Special ed. bldg teams	09/26/2019	District Data Coordinator met with bldg teams to review assessment data in Illuminate	District Staff
Spec Ed bldg teams	01/17/2020	Student information (3 years of student assessment data) and guidance documents (including MDE on-line assessment training module, interactive IEP decision making tool) were shared and reviewed by all teams in district	District Staff
Level 3-4 Teams	02/07/2020	District special ed. administrator reviewed Mi-Access guidelines with all level 3-4 teachers and support staff.	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	4011
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	64
<b>Projected Participation Rate</b>	1.6%



## Local Plan

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

Audience	Topics and Method of Training	Date
Special Ed. Teams (teachers and support staff)	Will review student performance data and instructional standards taught, using the guidance documents (including interactive decision making tool) to determine appropriate assessment by subject.	03/06/2020
Parents	Continue to review student performance data and guidelines to collaboratively make assessment and instructional decisions with parents at IEPs	03/06/2020
Special Ed. Teams	Review student data- identify students who exceed standards and consider instructional and assessment adjustments	03/06/2020
All Special Ed. teachers and support staff	Provide PL to all special ed teachers/support staff regarding updates related to Mi-Access guidelines	09/03/2020

## 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	Administration will continue to review data and individual students participating in Mi-Access who fall within EDS category. Will review with staff information related to students within the ED category and factors that may impact performance on assessments. Guidelines will be reviewed to ensure that staff consider all factors that may impact student performance when making decisions regarding assessments.
Math	Administration will continue to review data and individual students participating in Mi-Access who fall within EDS category. Will review with staff information related to students within the ED category and factors that may impact performance on assessments. Guidelines will be reviewed to ensure that staff consider all factors that may impact student performance when making decisions regarding assessments.

**Gender**

Subject	Plan
English Language Arts	Administration will continue to review data specific to individual male students participating in Mi-Access . Will review with staff factors that may impact male student performance on assessments. Guidelines will be reviewed to ensure that staff consider all factors that may impact student performance when making decisions regarding assessments.

**Resources and Technical Assistance**

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

- Yes    No

Please detail the need for additional resources and technical assistance.

*The District will collaborate with the ISD to further analyze our student data and trends, to support with future decisions regarding instruction and assessment for students currently taking alternate assessments.*

**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**

*Based on analysis of current student data, the District believes decisions related to students accessing alternate content standards and assessments are appropriate. We will continue to provide professional learning to improve specialized instruction for students accessing alternate content standards, in addition to expanding opportunities to access the general education curriculum. We will also continue to follow MDE guidelines when making decisions, adjusting assessment recommendations based on student performance and taking into consideration other factors such as economically disadvantaged and gender.*



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

## Member District: Farmington 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	1.8	1.9	1.8	-
Mathematics	1.8	1.8	1.8	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.7	0.7	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
Ancillary staff	12/18/2019	Face to face training with all special education ancillary staff on the guidance documents from MDE.	District Staff
Elementary ASD and CI teachers	01/08/2020	Face to face update at special education staff 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	4893
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	86
<b>Projected Participation Rate</b>	1.8%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special education teachers	(Method) Face to face training at department meetings and teacher professional development days (Topic) MDE guidance for alternate assessment, Data digs on students currently scheduled to take MiAccess to review students who may be meeting and/or surpassing expectations	06/05/2020

## 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: **Holly Area School District**

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	2.5	2.2	1.5	-
<b>Mathematics</b>	2.4	2.2	1.5	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.2	2.6	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 and Ancillary Staff	10/31/2019	1% MDE Online Learning Module	MDE
High School Special Education Staff	12/10/2019	IEP Course of Study & 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	1654
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	25
<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
Central Office Administration	Face to Face : Review of MDE Guidance and Compare to District Data	03/04/2020
Special Education Staff	Face to Face: Review of MDE Guidance and Compare District Data	05/29/2020
Special Education Staff	MDE Online Training Modules - 2020/2021	10/31/2020
Building Level Administration	Face to Face : Review of MDE Guidance and Compare to District Data	03/16/2020
Special Education Director & Special Education Staff	Review of Illuminate Data to determine if students have surpassed performance to guide appropriate curriculum planning/course of study.	08/31/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No



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

*Hi Michelle,*

*Please consider adding to your Local Plan that staff will utilize the Illuminate student level data analysis to review any characteristics that may be "red flags" or alerts that further consideration by the IEP team may be needed. One important characteristic to review is whether students who took MiAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI). Please consider adding this activity to your Local Plan.*

*Shelley*



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

## Member District: Huron 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	1.8	2.1	2.1	No change
Mathematics	1.8	2.2	2.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.1	1.5	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
Student Support Services Administration	01/16/2019	Communication with technology to gain access to a complete list of students who took the alternative assessment along with those falling under Free and Reduced Lunch.	District Staff
Principals	01/24/2019	Principal Agenda Item for increased understanding of assessment determination	District Staff
Special Ed. Staff TC/RR Meeting	03/11/2019	Reviewed individual student assessment data and appropriate decision making; cross referenced with staff to complete a data dig confirming alternate assessment needs based on instructional needs and student ability	District Staff
District Administration and Special Ed. Staff	01/13/2020	shared MDE online guidance; Provided MDE online interactive IEP decision making tool;	District Staff
District Administration and Special Ed. Staff	01/14/2020	Shared Illuminate dashboard; reviewed MDE online guidance; reviewed decision making process	District Staff

## Contributing Factors

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

Yes  No

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

Yes  No

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	4467
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	76
<b>Projected Participation Rate</b>	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 Administrators	Continue access to dashboard	04/01/2020
Special Education Teachers	Continue data dig confirming testing needs based on instructional and student needs, in doing so review performance data of those who have surpassed alternative assessments and consider appropriate assessment selection of high rigor	10/01/2020
Special Education Teachers and Administrators	Continue to share MDE alternative testing guidance again and review decision making process with staff	10/01/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No



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

## Member District: Lake Orion 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	1.6	1.8	+
Mathematics	1.4	1.5	1.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.1	1.1	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
All special ed staff	08/27/2019	Reviewed flowchart and videos	District Staff
Special ed teachers	01/23/2020	Reviewed all MI ACCESS student results. Based on student's level adjustments will made to advance the level of test and increase expectations in the classroom.	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	3833
Total Number of students tested with MI-Access	69
Students in center-based program from outside district	5
<b>Adjusted Total</b>	3828
<b>Adjusted Participation Number</b>	64
<b>Adjusted Rate</b>	1.7%

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	3833
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	69
<b>Projected Participation Rate</b>	1.8%

## Local Plan

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

Audience	Topics and Method of Training	Date
All special ed staff	Continue to review performance of students taking MI ACCESS and review the flowchart	03/13/2020

## 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	This year we are focusing on specially designed instruction throughout our district for our unique learners. Continual professional development is being provided to all building leaders. We are meeting with them once a month. This information is then provided to all building staff.
Math	This year we are focusing on specially designed instruction throughout our district for our unique learners. Continual professional development is being provided to all building leaders. We are meeting with them once a month. This information is then provided to all building staff.

## 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 Julie, The percentage data you input at the very beginning is not Lake Orion's data (it's actually the state's percentage rate as a whole). Please refer back to the data tables that I shared and you will see Lake Orion's data is at the bottom of the first page. Also, you entered "No" to operating a center program where students with significant cognitive impairments may have taken the alternate assessment (it was worded funny). The question is getting at whether their nonresidents in your center program that took Miaccess. If so, you can justify your exceeding 1% because of this. You will want to check "yes" and then identify the number of nonresident students at your center program who took MiAccess. I will send you a separate email with the Total Number of Students Tested Overall and the Total Number of Students Tested with MIAccess so that you can answer those questions. Feel free to call me and we can do it together. Or I can connect with you at SEAOC next week. Further, your disproportionality sub group is Economically Disadvantaged (not White). Can you elaborate on the training in Math and ELA that you plan to provide for those economically disadvantaged students? For example, are you referring to providing training on the alternate content standards (i.e., Essential Elements)? Lastly, may I make a suggestion on your Local Plan where you stated to 'continue to review performance' and 'review flowchart'. Have your staff reviewed the student level data reports that were shared in Illuminate last month? If not, I would add this activity. If your staff have reviewed the data and identified those students who surpassed in their performance last year, I would encourage some training to your staff on the need to alter instructional rigor to match their particular range of complexity per the Essential Elements. Please call me if you have questions and we can go over this in greater detail. Shelley*





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

## Member District: South Lyon Community Schools

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.2	1.4	1.3	-
Mathematics	1.2	1.4	1.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.5	1.1	0.8	-

### 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
Building/District Administrators	08/13/2019	1% Training: MDE Justification of Alternative Assessment Participation Training Principals will be re-trained by Director of Special Education on statewide guidelines for alternative assessment and directed to share the short video to staff members who are involved in IEP meetings in the fall of 2019. Video 6 minutes.	District Staff
Staff CI Teams	05/15/2019	Staff team(s) to continue data dig. Team(s) will compare characteristics of students participating in the alternate assessment against the assessment selection guidance document.	District Staff
District Administration (Spec Ed)	08/13/2019	Review local assessment policies to determine if there are any local written or unwritten policies regarding participation in MI-Access that conflict with alternative assessment guidance.	District Staff
Newsletters	06/03/2019	Special Education Staff Newsletters - continue to share resources that pertain to alternative assessments.	District Staff
Staff Meetings	02/20/2019	Decision Making Tool <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.html</a>  Look for this in Illuminate within the IEP process on the State Assessments Page link from MDE. This will be on the state assessment details page, link will be added toward the top of the page. Face to Face meeting.	District Staff
Building/District Administration	01/13/2020	Principals were reminded to continue to support staff with 1% decision making.	District Staff
Parents	09/30/2019	Special education newsletter was shared with all parents with a student with an IEP.	District Staff

## Contributing Factors

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

Yes  No

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

Yes  No

Is there other justification to provide?

Yes  No

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	4675
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	54
<b>Projected Participation Rate</b>	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	Review the statewide guidelines for alternative assessment, show where video is stored for members of the IEP team, give details of resources provided by state.	09/07/2020
CI Teachers	Complete data dig	10/30/2020
All Special Education staff	Review SLCS Spec Ed Handbook w/ newly added MDE resources.	12/18/2020
Parents	Communication via Informant Newsletter MDE Alt Assessment guidance	12/01/2020
Parents	Communication via email website updates of MDE guidance.	12/01/2020
Targeted Parents	Communicate to parents of children who were administered 2020 Mi-Access and anticipated participant of Mi-Access resources re) MDE guidance.	12/01/2020

## Disproportionality

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

Yes    No

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

**Economically Disadvantaged Status**

Subject	Plan
English Language Arts	The rate from the affected subgroup will be addressed though awareness training.
Math	The rate from the affected subgroup will be addressed though awareness training.

**Gender**

Subject	Plan
English Language Arts	The rate from the affected subgroup will be addressed though awareness training.
Math	The rate from the affected subgroup will be addressed though awareness training.

**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: Oak Park City School District

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	4.3	2.3	2.7	+
Mathematics	4.3	2.4	2.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.9	1.7	1	-

## Professional Development Provided

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

Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	02/11/2019	IEP Due Dates Medicaid Billing MDR's Went Over Should my student take the Alternate Assessment flowchart?	District Staff
Special Education Staf	10/15/2018	Brigance Reviewed Should my student take the alternate assessment?	District Staff
Special Education Staff	03/04/2019	Medicaid Billing MDR's Reviewed Should my student take the alternate assessmnet?	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	2142
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	50
<b>Projected Participation Rate</b>	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 Returning Special Education Teachers	*Review annually with returning staff whould my student take the alternate test?	07/01/2020
New Staff Members	*M-Step and Mi-Access Testing/What test should my student take?	12/01/2020
All Special Education Staff	Illuminate reports, Data Review(last years MI-Access students), Use IEP's to look at Goal Alignment, based on data what assessment should this student take	01/10/2021
All Special Education Staff	Complete MDE online Alternate Testing Modules annd print off certificate	

## Resources and Technical Assistance

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

Yes  No

Please detail the need for additional resources and technical assistance.

*The member district needs support from the ISD to take a greater look at the data to determine whether or not alternate testing is or is not appropriate. With support from the ISD the member district can together do a data dive to look into what the data says about whether M-Step is most appropriate or MI-Access.*

## 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 Ericka, Can you review your local data once again. I believe you indicated the state's data in your data table. Oak Park's district data was at the bottom of the report I sent out. Also, under the PD section, did your review the Should My Student Take MiAccess flowchart? It is standing alone and so I'm not sure if you reviewed it or simply passed it out? Can you indicate which it was? Also, did you provide any training? For example, did they view the MDE online training? If so, please add this. I will be in touch with you to set up a training opportunity and/or a data dig opportunity so that your staff can identify any potential students with which the IEP team may need to reevaluate the state assessment selection.*  
*Shelley*





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

## **Member District: Rochester 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:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	1	1	1	No change
<b>Mathematics</b>	1	1	1	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.4	0.4	0.4	No change



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

## Member District: **Clawson 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>	4.3	3.3	3.1	-
<b>Mathematics</b>	4.2	3.3	3	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	4	1.9	2.8	+

### Professional Development Provided

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

- Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	09/25/2019	How to choose state assessment for students with IEPs. Face to face meeting with special education teachers. Reviewed and discussed State of Michigan guidance on choosing state assessment for students with IEPs. Big emphasis on understanding state guidelines.	District Staff
Ancillary Support Staff	09/25/2019	Meeting to discuss appropriate state assessment selection. Emphasis on following State of Michigan guidance.	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	794
Total Number of students tested with MI-Access	25
Students in center-based program from outside district	16
<b>Adjusted Total</b>	778
<b>Adjusted Participation Number</b>	9
<b>Adjusted Rate</b>	1.2%

Is there other justification to provide?

Yes  No

Please describe other justification:

*Clawson educates Clawson residents in general education to the maximum extent possible. Students with limited cognitive function are in general education with modified curriculum. This small number of students with limited cognitive function and students in our center program in conjunction with a small number of students assessed at each grade level (and small total number overall) creates a high percentage of students being assessed with an alternate state assessment.*

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	794
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	25
<b>Projected Participation Rate</b>	3.1%

## 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 ancillary service providers	Appropriate assessment selection for students with IEPs.	09/03/2020

## 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: Lamphere Public Schools

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.4	2.3	2.2	-
Mathematics	2.3	2.4	2.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.4	0.7	1.3	+

## Professional Development Provided

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

Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
All Special Education Staff	08/29/2019	We viewed the parent training video on the state site for parents. We reviewed the state guidance documents. Had group discussion.	District Staff
District Administrators	02/28/2020	Emailed documents and link to the parent training video	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	1248
Total Number of students tested with MI-Access	28
Students in center-based program from outside district	9
<b>Adjusted Total</b>	1239
<b>Adjusted Participation Number</b>	19
<b>Adjusted Rate</b>	1.5%

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	1280
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	35
<b>Projected Participation Rate</b>	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
Director of Special Ed and Principals	How to read MI-Access results determine which students have surpassed the assessment and could be taking the state assessment.	06/19/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No





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

## Member District: **Walled Lake 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
<b>English Language Arts</b>	1.9	1.7	1.5	-
<b>Mathematics</b>	2	1.7	1.5	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0.6	0.5	0.6	+

### Professional Development Provided

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

- Yes     No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Services Staff	03/05/2019	Alternative Assessment Training	ISD Staff
Special Services Staff	01/29/2020	IEP Guidance/Compliance - Current Topics	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	7054
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	108
<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
New Special Services Staff	Complete Online MDE Training	01/11/2021
Caseload Teachers	Share Illuminate Reports and review Performance Data to indicate if there is potential instructional changes.	01/11/2021
Special Services Staff	Review state guidance/district specific data and provide a Question and Answer document to staff about Assessments.	01/11/2021

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

## District Comments

*We will continue to monitor Mi-Access data to ensure that the state guidance is followed.*



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

## Member District: **Waterford 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>	2.7	2.8	2.7	-
<b>Mathematics</b>	2.6	2.8	2.7	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	1.2	1.6	1.6	No change

### Professional Development Provided

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

- Yes     No

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

<b>Audience</b>	<b>Date Occurred</b>	<b>Topics and Method of Training</b>	<b>Delivered by</b>
Elementary Spec Ed Teachers	11/08/2018	Reviewed guidance document from MDE as to which state assessment IEPT should consider. Participants also viewed and discussed Assessment Selection Guidelines Training.	District Staff
Spec Ed Coordinators & Teacher Consultants	12/10/2018	Reviewed guidance document from MDE as to which state assessment IEPT should consider. Participants also viewed and discussed Assessment Selection Guidelines Training.	District Staff
District Central Administration	12/12/2018	Central Administration reviewed and discussed data of the students who took the alternate assessment from the previous school year.	District Staff
Elementary SE Teachers	12/13/2018	Reviewed guidance document for a second time from MDE as to which state assessment IEPT should consider and reviewed and discussed data of the students who took the alternate assessment from the previous school year.	District Staff
Special Education Coordinators & Teacher Consultants	01/07/2019	Reviewed guidance document for a second time from MDE as to which state assessment IEPT should consider in preparation for the upcoming training that Team would be delivering to district staff.	District Staff
Secondary SE Teachers	01/10/2019	Reviewed guidance document from MDE as to which state assessment IEPT should consider. Participants also viewed and discussed Assessment Selection Guidelines Training and reviewed and discussed data of the students who took the alternate assessment from the previous school year.	District Staff
Secondary Building Administrators	03/25/2019	Reviewed guidance document from MDE as to which state assessment IEPT should consider.	District Staff
Elementary Building Administrators	03/27/2019	Reviewed guidance document from MDE as to which state assessment IEPT should consider.	District Staff
Special Education Coordinators & Teacher Consultants	01/06/2020	Reviewed Alternate Participation Rate from the previous school year and discussed data trends. Additionally, reviewed guidance from the MDE in preparation for forthcoming staff training.	District Staff
All Special Education Teachers	01/09/2020	Reviewed Alternate Participation Rate from the previous school year and discussed data trends. Additionally, staff viewed the Assessment Selections Guidelines Training. Lastly, the staff reviewed and discussed data of the students who took the alternate assessment from the previous school year.	District Staff
All SE Staff, Building Administrators, Central Administration Team, WEA Association Leadership	10/26/2018	Student Support Services Department Weekly Announcements Newsletter: published and disseminated information regarding the New Assessment Selection Online Training and Interactive Tool. Also included the link to the MDE's Guidance Document "Should My Student Take the Alternate Assessment."	District Staff

All SE Staff, Building Administrators, Central Administration Team, WEA Association Leadership	12/13/2019	Student Support Services Department Weekly Announcements Newsletter: published and disseminated information regarding the Assessment Selection Online Training and Interactive Tool. Also included the link to the MDE's Guidance Document "Should My Student Take the Alternate Assessment."	District Staff
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## 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	4240
Total Number of students tested with MI-Access	114
Students in center-based program from outside district	11
<b>Adjusted Total</b>	4229
<b>Adjusted Participation Number</b>	4115
<b>Adjusted Rate</b>	97.3%

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	4216
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	101
<b>Projected Participation Rate</b>	2.4%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Coordinators & Teacher Consultants	Reviewed Alternate Participation Rate from the previous school year and discussed data trends. Additionally, reviewed guidance from the MDE in preparation for forthcoming staff training.	01/06/2020
All Special Education Teachers	Reviewed Alternate Participation Rate from the previous school year and discussed data trends. Additionally, staff viewed the Assessment Selections Guidelines Training. Lastly, the staff reviewed and discussed data of the students who took the alternate assessment from the previous school year.	01/09/2020
All SE Staff, Building Administrators, Central Administration Team, WEA Association Leadership	Student Support Services Department Weekly Announcements Newsletter: published and disseminated information regarding the Assessment Selection Online Training and Interactive Tool. Also included the link to the MDE's Guidance Document "Should My Student Take the Alternate Assessment."	12/13/2019
Parents of Students with IEPs	Parent Informational Training regarding which state assessment their child should be considered for.	02/27/2020
District Instructional Leadership Team	Review Alternate Participation Rate from the previous school year and discuss data trends. Additionally, review guidance from the MDE called "Should My Student Take the Alternate Assessment?".	02/25/2020
Secondary Principal's Meeting	Review Alternate Participation Rate from the previous school year and discuss data trends. Additionally, review guidance from the MDE called "Should My Student Take the Alternate Assessment?".	03/09/2020
Elementary Principal's Meeting	Review Alternate Participation Rate from the previous school year and discuss data trends. Additionally, review guidance from the MDE called "Should My Student Take the Alternate Assessment?".	03/16/2020
All SE Staff, Building Administrators, Central Administration Team, WEA Association Leadership	Student Support Services Department Weekly Announcements Newsletter: published and disseminated information regarding the Assessment Selection Online Training and Interactive Tool. Also included the link to the MDE's Guidance Document "Should My Student Take the Alternate Assessment."	02/21/2020
All Special Education Teachers	Review student level data from Illuminate (District Assessment Record System) to determine which students surpassed the alternate standards based on their performance from Mi Access for the 2019 Assessment window.	03/12/2020

## 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 Waterford School District is committed to making continual efforts to ensure that all students with IEPs are given meaningful consideration in regards to which state assessment they will take. The District has created and will continue to implement a local plan which specifies on-going professional and technical assistance for district staff, building administrators and parents to ensure the appropriate state assessment is given to students who have IEPs.*

*Upon review of district data of MI Access state assessment participation, the district team reviewed each assessment level for students who took an alternate assessment. In doing so, the team was able to identify that students were given the alternate assessments at the Functional Independence area in subject areas that were specified to the needs identified in their IEP. The Team also noted that there were a higher number of students at the secondary level than at the elementary level who participated in the alternate assessment.*



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

*Hi Nadine,*

*Thank you for your submission. You've provided great detail which is very helpful. I want to direct your attention to the section where you identify nonresidents in your center program that took MiAccess last year. In the Adjusted Participation section, you will want to indicate 103 (this number comes from subtracting the 11 nonresidents from your total of 114); then for the Adjusted Rate section, you will want to indicate 2.4 (this number comes by dividing your adj. total of 103 by 4229). Hope this makes sense.*

*Also, have your staff had the opportunity to review the Illuminate reports that broke down student level data? If not, I encourage you to identify this activity in your Local Plan. If your staff has already analyzed the student level reports in Illuminate, have they specifically identified those students who "surpassed" the alternate standards based on their performance from MiAccess last year? If not, this is a great opportunity for staff to discuss the need for 1) increased instructional rigor and/or 2) follow up IEP consideration for a different state assessment.*

*Thanks!*



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

## Member District: **Bradford 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	3.2	3.4	3.3	-
Mathematics	3.2	0.2	3.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	3.5	2	2.2	+

## Professional Development Provided

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

Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education staff	03/01/2019	Discussion regarding MI-Access and the 1% Target for students taking an alternate assessment.	District Staff
Special Education Teachers	09/09/2019	The IEP system the school uses, MIPSE hosted by Kent ISD, included an interactive flow chart that the staff is to use when determining which students take an alternate 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	641
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	23
<b>Projected Participation Rate</b>	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
Special Education Staff	We will train our staff on the alternate assessment flow chart on March 6, 2020.	03/06/2020
Curriculum team, special education staff, director, and supervisor	Meet with staff to analyze the 23 students currently assigned to take MIAccess to review their characteristics and assess whether any "red flags" or alerts may warrant further consideration by the IEP team (e.g., eligibility, programming placement, Ed. environment, course of study, etc.). If a student took MI-Access, in previous years, their score will be reviewed and analyzed with the special education team.	03/27/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

## District Comments

*Noted. Thanks, Shelley.*

*Sarah*

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

*Hi Sarah,*

*Can I suggest you develop an additional activity under your local plan? I would encourage you to have staff analyze the 23 students currently assigned to take MIAccess to review their characteristics and assess whether any "red flags" or alerts may warrant further consideration by the IEP team (e.g., eligibility, programming placement, Ed. environment, course of study, etc.) One important characteristic to review is whether students who took MiAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI).*

*Shelley*



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

## Member District: Crescent 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: **Laurus 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
<b>English Language Arts</b>	0.6	0.4	0.2	-
<b>Mathematics</b>	0.6	0.4	0.2	-
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	2	0	0	No change



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

## Member District: Life Skills Center of Pontiac

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	20	0	-
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: **Four Corners 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
<b>English Language Arts</b>	0	0	0.4	+
<b>Mathematics</b>	0	0	0.4	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	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
Special Education staff	03/06/2020	On March 6 at our special education PD, we will continue our conversation around MI-ACCESS and the flow-chart to determine appropriateness of the assessment.	District Staff
Leaders and curriculum	03/27/2020	The Special education director will review the MI-ACCESS data with the curriculum team and school leaders.	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	248
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
<b>Projected Participation Rate</b>	0%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education staff	Training on March 6 to review the Mi-ACCESS flow-chart and determination of MI-ACCESS participants.	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: Michigan Virtual Charter Academy

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.5	1.6	2.4	+
Mathematics	1.5	1.6	2.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	0.9	1.5	+

### Professional Development Provided

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

- Yes    No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special education teachers	08/20/2019	Special education compliance related to IEP development	District Staff
Special education teachers	09/16/2019	1:1 sessions with special education teachers, bi-monthly, to review IEP compliance, which included discussion of state assessment selection	District Staff
All staff	12/09/2019	Spotlight newsletter: The district's testing coordinator selected sections of the MDE's Spotlight newsletter related to state testing and how to use the tool to select the appropriate assessment. This is ongoing and sent out each time the Spotlight is released. The highlights are sent via email to all staff, including administrators and teachers.	District Staff
Parents	09/03/2019	Extensive discussions of state tests are provided at each student's IEP so parents are aware of how tests are selected for their children.	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:

*Since the 16-17 school year, Michigan Virtual Charter Academy has seen an increase in the number of students taking the Mi-access alternative assessment. This may be due to the number of students with significant impairments who have enrolled in the academy over the past three school years. In 16-17, there were 21 students who took the Mi-access assessment. In 17-18, there were 23 students who took the alternative assessment, and 34 students took the assessment during the 18-19 school year.*

*Parents have various reasons for selecting our virtual school for their students with significant disabilities. These include the ability to educate their children from home and participate alongside their children as they gain important academic and life skills.*

*Many of the children who attend our school with significant disabilities have physical or medical disabilities that impact their school day. For instance, students may have medical appointments or take medications that affect their ability to focus evenly on school all day. The virtual setting better adapts to the needs of students with needs such as these, so MVCA has been enrolling more students into our self-contained programs over the past three years.*

*As the IEP teams have met to develop programs for these students with significant disabilities, we have taken into consideration the curriculum, career paths, and course of study. The teams have used the MDE's interactive MI-access decision tool to determine which assessment would be best to determine growth for our students. The decision to select the Mi-access assessment is not taken lightly, but the growth in our program has caused our Mi-access numbers to grow.*

## 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	1534
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	43
<b>Projected Participation Rate</b>	2.8%

## Local Plan

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

Audience	Topics and Method of Training	Date
All teachers and administrators	Professional development in using the MDE's interactive tool for selecting the state assessment	06/19/2020
Special education teachers	Professional development in using the MDE's one-page document when selecting the state assessment for students with disabilities	05/22/2020
Parents of students with disabilities	Communication will be shared with parents by the special education director about the different state assessments and how selections are made for students	04/03/2020
Special education teachers, MET team, and compliance team	The special education team will analyze data of 2019 spring mi-access scores to determine if the students' tests were appropriately selected. For instance, if a student has received a score of "surpassed," the mi-access assessment and curriculum may not be the appropriate selection for the student. From this data, as a district, we can determine if we are selecting this assessment appropriately. We will also review the eligibility areas of the students based on the red flags noted by the MDE.	06/18/2020

## 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**

*MVCA is diligent in choosing the correct assessment for each student in our school.*

*2/24/20 Thank you for the suggestion, Shelley. We actually have begun this process with a few students and this will formalize it. Added to pd plan.*

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

*Hello,*

*May I suggest you develop an additional activity for your local plan? I would encourage your staff to conduct student level data analyses, by reviewing the characteristics of the 43 students currently assigned MIAccess, to assess whether there may be any "red flags" or alerts that would warrant further consideration by the IEP team (e.g., eligibility, placement programming, ed. environment, etc). One important characteristic to review is whether students who took MIAccess, in previous years, have surpassed. These students in particular may need exposure to increased instructional rigor that is aligned to either the general standards (in the case of a student who surpassed FI) or a higher range of complexity of the alternate standards (in the case of a student who surpassed P or SI).*

*Shelley*





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

## Member District: **Faxon 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
<b>English Language Arts</b>	0	0	0	No change
<b>Mathematics</b>	0	0	0	No change
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	0	0	No change



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

## Member District: FlexTech High School - Novi

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: Momentum 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	6.9	0	2	+
Mathematics	7	0	2	+
Science	N/A	N/A	N/A	N/A
Social Studies	16.9	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 Educators	08/21/2019	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process.	District Staff
General Education Faculty and Staff	08/28/2019	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process.	District Staff
Administration	08/21/2019	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process.	District Staff
Parents	09/13/2019	Understanding Alternative Assessment Process, the Assessment selection and why my child is or is not taking MI-Access.	District Staff

### Contributing Factors

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

- Yes    No

Select the option that applies:

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

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

- Yes    No

Is there other justification to provide?

- Yes    No

Please describe other justification:

*Momentum Academy School District is a fairly small school district that has only 230 students in grades K-6. During the 2017 the student population was just over 100 students and it was not a Center based Program. Therefore, the number of students taking an Alternative Assessment during the 2017 school year appears to be extremely high. Hence, that data should possibly be interpreted with caution. During the 2018 school year we did not have any students identified to take an Alternative Assessment. However, during the 2019 school year our district had two students who were identified via a comprehensive evaluation as having, or functioning as if they have mild, moderate, or severe cognitive impairment that limits their ability to generalize or transfer learning. This factor resulted in a higher than 1% participation rate.*

## 2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	109
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	1
<b>Projected Participation Rate</b>	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 Staff	Review training of alternate assessment participation guidelines to make assessment participation decisions. Review of MiAccess results from previous year to determine if student surpassed the standards and a change of assessment is needed.	08/19/2020
General Education Staff	Review training of alternate assessment participation guidelines to make assessment participation decisions. Review of MiAccess results from previous year to determine if student surpassed the standards and a change of assessment is needed.	08/19/2020
Administration	Review training of alternate assessment participation guidelines to make assessment participation decisions. Review of MiAccess results from previous year to determine if student surpassed the standards and a change of assessment is needed.	08/19/2020
Support Staff	Review training of alternate assessment participation guidelines to make assessment participation decisions. Review of MiAccess results from previous year to determine if student surpassed the standards and a change of assessment is needed.	08/19/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

## District Comments

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

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

*Hi Katie,*

*The entries in the Local Plan section appear to be trainings that already occurred. These entries would go in the Professional Development section. The local plan section is what will be done moving forward. Perhaps you can consider addressing training for any potential new staff next year, or you might state that you plan to review results of previous MiAccess performance data to determine if students surpassed the standards for which they were assessed and may be in a need of changes to their instructional rigor (e.g., surpassing functional independence may indicate a need for greater exposure to instruction aligned to general content standards). These are some examples/suggestions to consider.*

*Shelley*



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

## Member District: Kingsbury Country Day School

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

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

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

### Data

Please indicate the 1% participation rate data:

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



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

## Member District: **Waterford 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	3.4	0.8	0.6	-
Mathematics	3.4	0.8	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	2.4	+

### Professional Development Provided

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

Yes    No

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



Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Service Providers	10/08/2018	Family Matter and Should My Student Take the Alternate Assessment Guidance	District Staff
Administration	10/08/2018	Family Matter and Should My Student Take the Alternate Assessment Guidance	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	187
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
<b>Projected Participation Rate</b>	0%

## Local Plan

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

Audience	Topics and Method of Training	Date
Administration and Special Education Staff	Update on Should my Student take an Alternate Assessment and Family Matters	02/05/2020

## 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

## District Comments

*All IEP Team meeting use the state guidelines for determining which state assessment a student will take. Parents/ guardians sign the guidance document after it is determined which test will be assigned.*



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

## Member District: **Oakside Scholars Charter Academy**

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

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

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

### Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
<b>English Language Arts</b>	4.3	0	0.7	+
<b>Mathematics</b>	0.4	0	0.7	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	3.2	0	0	No change



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

## Member District: Sarah J. Webber Media Arts 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: Grand River Academy

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

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

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

## Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.7	1	1.4	+
Mathematics	0.7	1.2	1.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	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	08/30/2019	State Online Decision Making tool	District Staff
Administration	08/30/2019	State Online Decision Making tool	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	482
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	10
<b>Projected Participation Rate</b>	2.1%

## 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 Providers	Technical assistance and training on use of MDE Online Training and resources for appropriate assessment selection	04/13/2020
Building Administrative Team	Sharing and processing "Should My Student Take Alternate Assessment" resource to support effective IEP participation	04/13/2020
IEP Teams	Embed Use of "Should My Student Take Alternate Assessment" Flowchart when determining appropriate assessment into IEP Checklist and Agenda	04/13/2020
Special Education Teachers	Review students scores on MI Access for those students "surpassing"	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

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

*Hello,*

*May I ask that you elaborate on the Local Plan Topics and Methods of Training? Will you be reviewing the Essential Elements with your staff? If so, which staff? Also, what about specially designed instruction will be addressed? Lastly, you may want to consider adding an activity of reviewing the 8 students who took MiAccess last year to determine 1) what is their disability category is?, 2) how much time are they spending in GE vs. SE?, 3) what standards they are being instructed toward, and lastly, how did they perform last year and in previous years? This is especially important. If surpassed or attained, are teachers adjusting their instruction to match a greater set of standards (e.g., if surpassed FI, are we incorporating greater access to Gen ed. instruction)? Please consider adjusting your plan.*

*Thank you!*

*Shelley*





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

## **Member District: Keys Grace Academy**

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

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

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

### **Data**

Please indicate the 1% participation rate data:

<b>Content Area</b>	<b>Spring 2017 Participation Rate</b>	<b>Spring 2018 Participation Rate</b>	<b>Spring 2019 Participation Rate</b>	<b>Change</b>
<b>English Language Arts</b>	0	0	0.6	+
<b>Mathematics</b>	0	0	0.3	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	0	0	No change



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

## Member District: **Lighthouse Connections 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
<b>English Language Arts</b>	0	0	0	No change
<b>Mathematics</b>	0	0	1.1	+
<b>Science</b>	N/A	N/A	N/A	N/A
<b>Social Studies</b>	0	0	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 Teachers	01/29/2020	State Testing Planning: Participation and Accommodations (Review/discussion of MDE participation guidance document)	District Staff
Special Education Teachers	01/22/2020	State Testing Planning: Participation and Accommodations (Review/discussion of MDE participation guidance document)	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	378
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
<b>Projected Participation Rate</b>	0.8%

## Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers and Administrators	Training on student assessment selection including state guidelines for participation, alternate assessment, alternate content standards, and planning for specialize instruction	03/11/2020
Special Education Teachers	MDE Professional Development Opportunities: Assessment Selection Guidelines Training	03/04/2020
Special Education Teachers	Michigan's Alternate Content Standards for ELA, Math, Science and Social Studies	03/25/2020
Special Education Teachers and General Education Teachers	Michigan's Alternate Content Standards for ELA, Math, Science and Social Studies	04/14/2020
Special Education Teachers and Administrators	Conduct internal review of current identified alternately assessed students: including but not limited to student performance on state assessments (past & present), performance in current courses, and review student guidance on eligibility to determine that each student has been appropriately identified.	05/13/2020

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No