

Justification Forms Summary Report Directions

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



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

ISD Name: Wayne RESA

All intermediate school districts must complete this summary form regarding the percentage of students assessed using Michigan’s alternate assessment (MI-Access). This includes justification forms from member districts/public school academies (PSA) that assessed more than 1% of students in the spring of 2019 using MI-Access.

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

Data

Data	Total
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs)	131
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)	47

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
10/17/2019	Meeting with Local District Directors and Supervisors at WRESA's monthly Coordinating Council. Included a breakout session about statewide assessment, with a specific focus on assessment participation and proficiency and the relationship to the MI-ACCESS. Provided an overview of available MDE resources including the "Should My Student Take the Alternate Assessment?" flowchart and online module
11/19/2019	Introductory overview for PSA Special Education Contacts at WRESA's bimonthly PSA Special Education Administrator meeting. This session included information about statewide assessment participation and proficiency and the relationship to the MI-ACCESS.
12/19/2019	Meeting with Local District Directors and Supervisors at WRESA's monthly Coordinating Council. Included an overview of the 1% cap on MI-ACCESS participation, the 2019-20 Justification Form activity, the data report WRESA provided to each district, and expectations to complete the activity in Catamaran including timelines.

01/22/2020	Meeting with PSA Special Education Contacts at WRESA's bimonthly PSA Special Education Administrator meeting. Included a session about statewide assessment, with a specific focus on assessment participation and proficiency and the relationship to the MI-ACCESS. Provided an overview of available MDE resources including the "Should My Student Take the Alternate Assessment?" flowchart and online module.
01/22/2020	Meeting with PSA Special Education Contacts at WRESA's bimonthly PSA Special Education Administrator meeting. Included an overview of the 1% cap on MI-ACCESS participation, the 2019-20 Justification Form activity, the data report WRESA provided to each district, and expectations to complete the activity in Catamaran including timelines.
09/03/2019	<p>2019-2020 Ongoing Support: Wayne RESA Special Education Consultants collaborated with the RESA Assessment and Content Consultants to identify professional development (pd) that was available through our general education entities. Once they were identified and aligned with our districts identified needs, we the professional development at our Coordinating Council meetings and encouraged our special education administration and staff to attend the professional development. In addition, Wayne RESA develops a catalog of all pd offerings. Access to the catalog was provided and referred to at various monthly meetings. These identified professional development provided by RESA's general education (assessment and content consultants) were:</p> <ul style="list-style-type: none"> • Guaranteed Viable Curriculum • Personal Curriculum <p>Several content area professional developments opportunities were held throughout the school year in the areas of reading, writing and Math. The following were well attended by the special education district staff:</p> <ul style="list-style-type: none"> • Leveled Literacy Trainings • Math Talks • Writing with the Experts <p>A number of various professional development opportunities happened in individual districts. These pds were supported by district administration and was developed based on the unique needs of the district/PSAs, as well as, ongoing follow up with staff based on their needs.</p>
09/03/2019	<p>2019-2020 Ongoing Support: Wayne RESA teamed up with Alt+Shift for Foundations of Math and Literacy to support our teachers that teach moderately to severely impaired students. Six districts (3 for math and 3 for literacy) were identified and provided content instructional training, as well as, ongoing support in district and coaching from RESA and Alt+Shift staff</p>
11/01/2019	Wayne RESA consultants provided to the Curriculum Directors across Wayne County an overview of Alternate Assessment, as well as activities that assisted the directors in identifying their role with alternate assessment and teachers making appropriate decisions for their students.
09/03/2019	<p>Significant Disproportionality 2019-20 Ongoing Support: Wayne RESA consultants offered and encouraged providing district with professional development with a focus on district needs, the districts did not request any pd for their staff</p>

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
Garden City Public Schools	02/11/2020	Phone support to District Director. Answered questions about disproportionate test use findings and Justification Form completion.
Northville Public Schools	02/13/2020	Phone support to District Director. Answered questions about disproportionate test use findings and Justification Form completion.
Romulus Community Schools	03/12/2020	Phone support to District Director. Answered questions about disproportionate test use findings and Justification Form completion.
Wyandotte City School District	02/18/2020	Phone support to District Director. Answered questions about disproportionate test use findings and Justification Form completion.

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

MDE can assist Wayne RESA by continuing to provide Wayne RESA with updated procedures, practices, resources and information about alternate assessments.

*Utilizing Catamaran as the vehicle in which **all** alternate assessment information is used to get information to the districts, including the alternate assessment data. Catamaran streamlines the process, reduces data entry errors, and makes communication consistent and easily accessible for the districts.*

The feedback session scheduled for April 30, 2020 (on the re-scheduled date)

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: Wayne RESA

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts				
Mathematics				
Science	N/A	N/A	N/A	N/A
Social Studies				



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

Member District: **Oakland International Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.5	0.6	1.1	+
Mathematics	0.5	0.6	1.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	1	0.6	0	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	02/19/2020	Assessment Selection Guideline Training	MDE
Special Education Teachers	02/19/2020	Should my student take the alternate assessment	MDE

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	407
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate	0.7%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff	Assessment Coordinator Training guide	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



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

Member District: **Advanced Technology Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.1	0.7	0.3	-
Mathematics	1.1	0.7	0.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.8	0.8	0	-



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

Member District: Plymouth Educational Center Charter School

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.9	0	0	No change
Mathematics	0.6	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: Martin Luther King, Jr. Education Center Academy

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

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

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

Data

Please indicate the 1% participation rate data:

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



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

Member District: **Summit Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.9	1	0.7	-
Mathematics	0.9	1.5	0.7	-
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: Cesar Chavez Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.7	0.6	0.8	+
Mathematics	1.7	6	0.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	0	0.8	+



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

Member District: Commonwealth Community Development 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	0.8	0	-
Mathematics	1.4	0.8	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: **Academy for Business and Technology**

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	0	0	No change
Mathematics	1.8	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	2.1	0	0	No change



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

Member District: Chandler Park Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.2	0	0	No change
Mathematics	0.2	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.4	0	0	No change



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

Member District: **Marvin L. Winans Academy of Performing Arts**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.2	0	0	No change
Mathematics	0.2	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.7	0	0	No change



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

Member District: Detroit Community Schools

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

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

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

Data

Please indicate the 1% participation rate data:

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



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

Member District: Henry Ford 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: The Dearborn Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1	1.3	2.1	+
Mathematics	0.9	1.3	2.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	3	1.9	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	09/03/2019	Guidance documents MDE	District Staff
Special Education Teachers	01/21/2019	Guidance documents MDE	District Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	337
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate	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 Department and Administrators	Review MDE documents related to alternate assessment	03/02/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

All students who participate in alternative assessments in our district have severe Autism Spectrum Disorder and/or significant cognitive deficits.

ISD Comments (if ISD returned to district for modifications)

Hi, Because the form will be publicly posted I recommend changing the final sentence from "We have three students with severe ASD and the remaining three have significant cognitive deficits" to something like "The students taking the MI-ACCESS have severe ASD and significant cognitive deficits." MDE generally begins to leave out specific numbers when 6 or fewer students are involved to protect student confidentiality. Thank you, Liz Nelson nelson@resa.net or 734-334-1484.



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

Member District: Detroit Academy of Arts and Sciences

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.3	2.3	0.8	-
Mathematics	3.2	2.3	0.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.7	2	0.8	-



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

Member District: Dove Academy of Detroit

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	3.7	2.2	4.8	+
Mathematics	3.7	2.3	4.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	7.9	0	7.5	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education staff	03/01/2019	Discussion regarding MI-Access and the 1% target for students taking an alternate assessment.	District Staff
Special Education Teachers	01/07/2019	The district made the MI-Access Webinar available to resource teachers to review when determining whether an alternate assessment is needed (which includes the interactive flowchart).	District Staff

Contributing Factors

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

- Yes No

Select the option that applies:

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

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

- Yes No

Is there other justification to provide?

- Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	222
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate	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 Staff	We will train our staff on the alternate assessment flow chart on March 6, 2020.	03/06/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: **Barack Obama Leadership Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	0	0.8	+
Mathematics	0	0	0.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	1.4	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	01/17/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Administrators	01/17/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available that are available to understand the Assessment Selection Process.	District Staff
Parents	01/31/2020	Understanding Alternative Assessments Process, the assessment selection and why my child is or is not taking MI-Access.	District Staff
General Education Teachers	01/17/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Support Staff	01/17/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff

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:

Barack Obama Leadership Academy School District is a fairly small school district it has only 385 students in grades K-8. Our district has a high population of students who have, or functions 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	260
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate	0.8%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training, Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/07/2020
General Education Teachers	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training, Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/07/2020
Administrators	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training, Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/07/2020
Support Staff	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training, Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/07/2020
Parents	Understanding Alternative Assessments Process, the assessment selection and why my child is or is not taking MI-Access. Parents participated in a Face to Face Workshop and were giving a copy of the Alternative Assessments Guidance Documents.	01/31/2020

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

District Comments

Our District is working diligently to follow the 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 have reviewed our data and are having ongoing Professional Developments with our Staff and Parents to safeguard that instruction is targeted appropriately, that the IEP Team consider all inclusionary and exclusionary factors, utilizing the online training on alternative assessments and they are reviewing their copy of guidance documents that have been shared with them.



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

Member District: **George Crockett 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	4.3	0	0.4	+
Mathematics	3.9	0	0.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.2	0	0	No change



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

Member District: **Summit Academy North**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.8	1.4	1	-
Mathematics	0.9	1.1	0.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: **Voyageur 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	0.9	0.2	-
Mathematics	0.7	0.9	0.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.5	0.8	0	-



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

Member District: **Star International Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	0	0.1	+
Mathematics	0	0	0.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0.3	+



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

Member District: Hope 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	0.9	0	-
Mathematics	1	0.9	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	1.8	0	-



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

Member District: **Weston Preparatory Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.3	0	1.4	+
Mathematics	1.3	0	1.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	0	1.4	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
special ed teachers	03/06/2019	presentation: State determination flow chart, determining factors	District Staff
administrators	03/06/2019	presentation: State determination flow chart, determining factors	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	207
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate	1%

Local Plan

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

Audience	Topics and Method of Training	Date
special ed teachers	overview of mi-access determination factors and alternate/ EE curriculum	04/14/2020

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: Detroit Edison Public School Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.3	0.1	0.3	+
Mathematics	0.3	0.1	0.3	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0.3	+



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

Member District: David Ellis 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: **Universal 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	0.3	0.3	0.8	+
Mathematics	0.3	0.3	0.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	1.2	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	03/15/2019	Staff Professional Development-Special Education Meeting	District Staff
Coordinator of Special Programs	12/11/2018	WCRESA PSA Administrators Meeting	ISD Staff
Coordinator of Special Programs	01/22/2020	WCRESA PSA Administrators Meeting	ISD Staff
Special Education Teachers & Administration	04/15/2019	MI-Access Administration Training	District Staff
Special Education Teachers, Social Worker	08/19/2019	Initial Special Education 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	364
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate	0%

Local Plan

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

Audience	Topics and Method of Training	Date
IEP team members, Administrators, and Parents	Training will involve all IEP team members on the state assessment selection guidelines and alternate assessment. Training will take place on March 3, 2020. Training will be as a professional development session as a sit down meeting. Materials will be shared to include MDE's "What Parents Should Know about Assessments" and "MI-Access Assessment Guidelines" for participation in MI-Access so all members are well informed of the process. Parents will be provided with information to include but not limited to academic achievement standards on which their child's performance will be measured and how the MI-Access may otherwise prevent their child from meeting the high school diploma graduation requirements. The IEPT members will be able to determine which assessment the student should take using the guidelines and take into consideration the factors.	03/02/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Detroit Service Learning Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.7	0.2	0.5	+
Mathematics	1.7	0.2	0.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.7	0.4	1.4	+

Professional Development Provided

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

- Yes
- No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Director	01/22/2020	Justification forms training and handouts	Other Wayne ISD
Special Education Director	02/03/2020	Catamaran justification forms training via powerpoint (34 minutes)	MDE
Special Education Teachers and Service Providers	02/06/2020	Justification forms training and handouts	Other Mrs. Trienere D. Powell
Administrators	02/26/2020	Justification forms training and handouts	Other Mrs. Trienere D. Powell
Parents/Community	03/26/2020	During a parent university event at the school, handouts and a powerpoint will be presented	Other Mrs. Trienere D. Powell
Parents and Special Education Staff	03/01/2020	Regarding technical support, I will request pamphlets on the statewide assessments. If possible perhaps a WRESA consultant could speak at our next SpEd. meeting.	ISD Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	893
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	1
Projected Participation Rate	0.1%

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
Administrators, General Education Teachers, Special Education Teachers, Service Providers	Topics will include assessment selection (handout from Wayne RESA), alternate assessment, alternate content standards, and a powerpoint presentation.	03/02/2020
Parents	Topics will include assessment selection (handout from Wayne RESA), alternate assessment, alternate content standards, and a powerpoint presentation during our districts Parent University night.	03/26/2020

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

Please detail the need for additional resources and technical assistance.

Hello,

There is a colorful and informative tri-fold brochure with the Michigan assessments outlined. If possible, I (Trienere D. Powell), would need 75-100 copies. I would like to pass the assessment brochure out, during our districts Parent University night. In addition, I would like the SpEd. Dept. to have a copy.

Thanks!

*T. Powell
313 790 1246*

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

This district looks forward to staying in compliance with the state guidelines, for participation in the alternate assessment(s).

*T. Powell
313 790 1246*



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

Member District: Old Redford 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	0.7	0.4	-
Mathematics	0.7	0.7	0.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	1	0.8	-



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

Member District: Hope of Detroit Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.1	0.4	0.4	No change
Mathematics	1.1	0.4	0.4	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0.9	+



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

Member District: Joy Preparatory Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.1	0	0.5	+
Mathematics	1.1	0	0.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: **West Village 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	2.9	2.1	1.6	-
Mathematics	2.9	2.1	1.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	2	3.2	0	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	01/20/2019	Justification forms training webinar	ISD Staff
Administration	01/20/2019	Justification forms training webinar	ISD Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	268
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate	1.5%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	MI-Access training	03/02/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

ISD Comments (if ISD returned to district for modifications)

The content you entered about trainings, etc is fine - the data table at the beginning appears to have WRESA ISD-level data, not West Village's data. Also, the total number of students taking an assessment doesn't match West Village's data sheet. Please locate your specific data sheet attached to the email you received on 2/4/20 from Zeinab Sleiman and correct the data. You may also call me at 734-334-1484 and I can help you get the correct data entered.

Thank you! Liz Nelson



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

Member District: **George Washington Carver 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	2.7	1.3	2.3	+
Mathematics	2.7	1.3	2.3	+
Science	N/A	N/A	N/A	N/A
Social Studies	4	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 Teachers	01/13/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Administrators	01/13/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Parents	02/07/2020	Understanding Alternative Assessments Process, the assessment selection and why my child is or is not taking MI-Access	District Staff
General Education Teachers	01/13/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Support Staff	01/13/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff

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:

George Washington Carver Academy School District is a fairly small school district it has 498 students in grades K-8. Our district has a high population of students who have, or function 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	301
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate	1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training. Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/10/2020
General Education Teachers	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training. Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/10/2020
Administrators	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training. Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/10/2020
Support Staff	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training. Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/10/2020
Parents	Understanding Alternative Assessments Process, the assessment selection and why my child is or is not taking MI-Access. Parents participated in a Face to Face Workshop and were given a copy of the Alternative Assessments Guidance Documents.	02/07/2020

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 alternative assessment participation guidelines to ensure that our IEP Team follows the state guidelines to prevent the district from unnecessarily exceeding the 1% CAP. Additionally, our district have reviewed our data and are having ongoing Professional Developments with our Staff and Parents to safeguard that instruction is targeted appropriately, that the IEP Team consider all inclusionary and exclusionary factors, utilizing the online training on alternative assessments and they are reviewing their copy of guidance documents that have been shared with them.



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

Member District: Metro Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.6	0.6	0.2	-
Mathematics	0.4	0.4	0.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0	0	No change



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

Member District: Canton Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

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



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

Member District: **Creative Montessori Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.2	0	0	No change
Mathematics	0.2	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	0	0	No change



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

Member District: **Warrendale Charter Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.5	2.8	1.1	-
Mathematics	2.5	2.8	1.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.1	2.9	0	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Administrators Over Special Ed	10/18/2019	In Person Training Review of Should My Student Take.. Document Reviewed criteria for meeting definition of significant cognitive impairment	District Staff
SE Administrators	01/31/2019	email to deliver Should My Student Take... Document, as well as decision making tool from MDE.	District Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	432
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	7
Projected Participation Rate	1.6%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teams	In person team training. Sharing of Should My Student Take Document, discuss and support IEP in decision making when determining education needs of learners with complex needs	10/11/2019
SE Administrators	emailed Should my student take.... document with MDE decision making tool	01/31/2019

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Trillium 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	0.6	0	-
Mathematics	0	0.6	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	1.7	0	-



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

Member District: **Detroit Merit 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	0.8	1.1	+
Mathematics	1.5	0.8	1.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.6	1.3	0	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Administrators Over Special Ed	01/31/2019	Email explaining ongoing tracking of students taking alternate assessment. SE Supervisor discussed at team meeting to ensure recommendations for students on Mi-Access were appropriate. Emailed Should My Student Take... Guidance document	District Staff
Administrators over Special Education	10/18/2019	Students who require alternate curriculum and assessment	District Staff

Contributing Factors

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

- Yes No

Select the option that applies:

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

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

- Yes No

Is there other justification to provide?

- Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	469
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate	1.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Team	Sharing of Should My Student Take Document, discuss and support IEP in decision making when determining education needs of learners with complex needs	03/31/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

This building has several students who have come to us taking the alternate assessment. The IEP teams do use the guidance documents from MDE.

ISD Comments (if ISD returned to district for modifications)

Hi, It looks like you may have inadvertently switched your numbers for the 2020 Projection Rate as you have written there are 5 students in grades 3 through 8,11 currently enrolled and 469 taking the MI ACCESS. Please review, correct, and resubmit. Thank you!



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

Member District: Allen Park Public Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.3	1.5	1.2	-
Mathematics	1.2	1.5	1.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	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
Entire Special Education Department including ancillary staff	01/21/2019	Under "Review of Department Procedures" we discussed the 1% cap for alternative assessments. The guidance from the MDE was reviewed and shared with all members.	District Staff
Special Education Department	09/03/2019	The MDE Alternative assessment guidance document is available on our Special Education Google Drive. All members within the department have access to this Drive.	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	2037
Total Number of students tested with MI-Access	24
Students in center-based program from outside district	2
Adjusted Total	2035
Adjusted Participation Number	0
Adjusted Rate	0%

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	2053
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	24
Projected Participation Rate	1.2%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Ed teachers, service providers, administrators	Will present the online assessment selection training along with the Assessment Selection Interactive Training tool.	05/11/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Dearborn 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	1.9	1.8	1.9	+
Mathematics	1.9	1.8	1.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	0.8	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
School Administrators	08/16/2019	General administrative training that included topics in special education. The whole group presentation included guidance on specially designed instruction, personal curriculums and the impacts of alternative testing. Within the presentation, administrators were presented with the impact of making alternative testing decisions. As well as a mock presentation on the IEP process and what data should be reviewed while determining which test students should participate in.	District Staff
Special Education teachers/service providers	09/20/2019	Specially Designed Instruction in the inclusive setting. How to adapt the curriculum through the use of specially designed instruction in the general education setting.	District Staff
Special Education teachers/service providers	03/04/2019	IEP compliance and selecting the proper assessment. A brief overview of what data to review when making assessment decisions for a student with an IEP. Focused on MDE assessemnt selection training.	District Staff
Parents	10/16/2019	How does the IEP process work? This was presented at our PAC meeting along with district information.	District Staff
Special Education teachers/service providers	11/26/2019	Progress monitoring in reading and math. This is a three-year series that was started in the fall of 20108.	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	10932
Total Number of students tested with MI-Access	207
Students in center-based program from outside district	12
Adjusted Total	10920
Adjusted Participation Number	195
Adjusted Rate	1.8%

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	10937
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	144
Projected Participation Rate	1.3%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff and Administrators	Specially Designed Instruction in the inclusive setting/ Whole group. This is ongoing PD	02/19/2020
Special Education Staff and Administrators	IEP compliance and selecting the proper assessments (MDE modules). This will be done annually	08/21/2020
Special Education Staff	Progress Monitoring. Face to face, whole group and collaborative. This is ongoing PD	02/19/2020
Special Education Staff	Personal Curriculum. Face to face, whole group and collaborative. This will be annually reviewed.	08/21/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Dearborn Heights School District #7

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.8	1.2	1.1	-
Mathematics	0.8	1.1	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1	0.4	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
Administrators	02/20/2020	Meeting/Email data/Email Guidance tools/MDE training links	District Staff
Special Education Staff	02/20/2020	Alternative Assessment/MI-Access Selection Training online/Email data/Email Guidance tools/MDE training links	District Staff
Special Education Staff	04/08/2019	Reviewed Alternative Assessment flow chart decision making tool with IEP team	District Staff
Parent	04/08/2019	Reviewed with parent the Alternative Assessment flow chart decision making tool	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

The district services students with both moderate to mild disabilities within the district. We are offering the least restrictive environment to a higher number of students with moderate impairments. Our ASD population with moderate cognitive and behavioral impairments is increasing.

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	1349
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	14
Projected Participation Rate	1%

Local Plan

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

Audience	Topics and Method of Training	Date
Administrators	MDE Training Module and Interactive Decision-Making Tool	02/26/2020
Special Education Staff	MDE Training Module and Interactive Decision-Making Tool	02/26/2020
Special Education Staff	Staff Professional Development regarding MDEs guidance: "Should My Student Take the Alternate Assessment"	03/10/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: Melvindale-North Allen Park Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.4	1	0.8	-
Mathematics	1.3	1	0.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	1.2	0.4	-



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

Member District: Garden City Public Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	6.5	4.5	4.3	-
Mathematics	6.5	4.7	4.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.1	1.1	1.1	No change

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
All special education staff	02/05/2020	All staff received an email copy of the MDE state assessment decision guide	District Staff
Center-base staff	02/25/2019	How to access the training manual on-line	District Staff
All district staff	10/17/2019	All in district staff were trained via a special education handbook using guide to state assessments MDE October 2019 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

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

Assessment Data Table	Number
Total Number of students tested overall	1676
Total Number of students tested with MI-Access	72
Students in center-based program from outside district	50
Adjusted Total	1626
Adjusted Participation Number	0
Adjusted Rate	0%

Is there other justification to provide?

Yes No

Please describe other justification:

Garden City Public Schools operates a Center-Based program that accepts students from 32 different school districts and approximately 72 PSA's across Wayne County. Students are primarily from Western-Wayne County school districts. All of the students function within the cognitive impaired range with deficits in cognition, academic functioning below the 6th percentile in reading and math, and significant social, emotional adaptive behavior and behavioral issues. Students are only accepted if they have been unsuccessful in an in-district AI center program. The majority of the students are non-verbal to limited-verbal communication skills. All students participate in Essential Elements alternative curriculum with a high need for accommodations and modifications throughout their days.

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	1746
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	61
Projected Participation Rate	3.5%

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 teachers	Newsletter explaining Mi-Access vs. other state assessments to fit the individual needs of each student	02/20/2020
Special education teachers	Directive for self-contained teachers to review student test levels for appropriate eligibility	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.

Gender

Subject	Plan
English Language Arts	Implement ELA task box system to improve students reading performance by June 2020, utilize Wayne RESA consultants to improve teacher instructional skills in the area of ELA by March 2020
Math	Roll out county wide Alt-Shift math program for all ASD center base students to improve math skills, teacher math instruction, and raise the performance level of future state level math assessments by June 2020

African American

Subject	Plan
English Language Arts	Incorporate culturally relevant, age appropriate learning materials for all students in self-contained and center-based programs by March 2020
Math	Incorporate culturally relevant, age appropriate learning materials for all students in self-contained and center-based programs by March 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

Garden City School district is joining the initiative to join the S2E2 plan in Wayne County. Although this will not greatly impact our participation rates, scores will be sent to resident districts. The district will contact Plymouth-Canton school district to review their disproportionality plan and glean relevant ideas for implementation in our district.

ISD Comments (if ISD returned to district for modifications)

Hi, I believe your total students enrolled in grades 3-11 is incorrect. Please see "2020 Projected Participation Rate" and "Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11" You entered 61, which is too low. Please correct and resubmit. Thank you!



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

Member District: **Grosse Pointe 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	2.2	2.2	2.6	+
Mathematics	2.1	2.1	2.5	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	1	1.3	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Spec ed staff	01/24/2019	Department Chair Meeting & Department Meeting - Spec ed admin	District Staff
Spec ed staff	09/27/2019	Dept Chair Meeting Notes & Department Meeting - Spec ed admin	District Staff
Spec ed admin	10/01/2019	Resources from MDE & Wayne RESA re: Alternate assessment 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	2860
Total Number of students tested with MI-Access	100
Students in center-based program from outside district	70
Adjusted Total	2790
Adjusted Participation Number	30
Adjusted Rate	1.1%

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	3775
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	91
Projected Participation Rate	2.4%

Local Plan

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

Audience	Topics and Method of Training	Date
spec ed staff, admin, spec ed admin	Conduct review of resources at Wayne RESA - by Departments, ad council, cabinet	09/01/2020
spec ed staff	PD on assessment selection	10/30/2020
administrators	PD on alternate assessment	10/30/2020

Disproportionality

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

Yes No

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

Economically Disadvantaged Status

Subject	Plan
English Language Arts	Conduct data review w district level directors Provide info on dispro. at ad council with all administration Provide info on alternate assessments
Math	Conduct data review w district level directors Provide info on dispro. at ad council with all administration Provide info on alternate assessments

Gender

Subject	Plan
English Language Arts	Conduct data review w district level directors Provide info on dispro. at ad council with all administration Provide info on alternate assessments
Math	Conduct data review w district level directors Provide info on dispro. at ad council with all administration Provide info on alternate assessments

African American

Subject	Plan
English Language Arts	Conduct data review w district level directors Provide info on dispro. at ad council with all administration Provide info on alternate assessments
Math	Conduct data review w district level directors Provide info on dispro. at ad council with all administration Provide info on alternate assessments

Resources and Technical Assistance

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

- Yes No

Assurances

Please provide the following assurances.

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

- Yes No

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

- Yes No

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

- Yes No



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

Member District: Hamtramck Public Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1	1.1	0.5	-
Mathematics	0.9	1.1	0.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.3	1.6	0.4	-



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

Member District: **Lincoln Park Public Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	4	4.1	4.5	+
Mathematics	3.9	4.1	4.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	2.6	2.2	1.5	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	09/18/2019	Alternative Assessments. Handout and discussion	District Staff
Special Education Teachers	10/18/2019	Alternative Assessments. Handout and discussion	District Staff
Special Education Teachers, Service Providers	01/22/2020	Supporting students with Cognitive Impairments in gen ed. How to choose Assessments, when alternate assessment is appropriate. Handout and discussion	ISD Staff
ASD Center Base Staff	11/27/2019	Alternative Assessments. Handout and discussion	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	2441
Total Number of students tested with MI-Access	109
Students in center-based program from outside district	72
Adjusted Total	2369
Adjusted Participation Number	37
Adjusted Rate	1.6%

Is there other justification to provide?

Yes No

Please describe other justification:

In addition to operating a center based program, we have 2 CI categorical classrooms as well as a certificate of completion program at our high school. The majority of these students take the alternate assessment because they receive a modified curriculum and are on a certificate of completion track.

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	2558
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	112
Projected Participation Rate	4.4%

Local Plan

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

Audience	Topics and Method of Training	Date
All special education providers	How to choose appropriate assessment using guidelines from MDE	09/11/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

Our district runs the 3rd largest ASD center based program in Wayne County, this is a significant reason why we continue to be above the 1% cap. Almost all students in this program are on a modified curriculum and take the alternate assessment. We will continue to train IEP teams on who to choose the appropriate assessment using the MDE guidelines.



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

Member District: **Livonia Public Schools 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	2.8	2.7	2.5	-
Mathematics	2.7	2.6	2.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.1	1.2	0.9	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Leadership team	11/01/2019	Mi Access decision making tree. Mi Access spring 2019 test results and data analysis. Training provided by the Director of Student Services	District Staff
Elementary SE teaching staff	11/19/2019	All elementary SE providers were provided training on the Mi Access flowchart and how to make data-based decisions	District Staff
Secondary SE department chair teaching staff	09/13/2019	All secondary department chair SE providers were provided training on the Mi Access flowchart and how to make data-based decisions	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	7099
Total Number of students tested with MI-Access	180
Students in center-based program from outside district	60
Adjusted Total	7039
Adjusted Participation Number	0
Adjusted Rate	0%

Is there other justification to provide?

Yes No

Please describe other justification:

Livonia Public Schools provides Autism and Moderate Cognitive Impairment Act 18 county based programs for 13 local districts across Western Wayne County. We service students with moderate cognitive impairments (IQ SS less than 55) and students with moderate to severe Autism. All students in our programs are fully immersed in the Essential Elements curriculum, the alternative to the MMC, to meet the unique needs of our students. Additionally, the severity of these students' disabilities and the IEP team determine the most appropriate statewide assessment. Livonia Public Schools uses the MDE Mi Access/M-Step flowchart when making determinations about which statewide assessment meets the needs of all students. Since statewide assessment is an IEP team decision, which includes the parent, and the fact that Livonia runs Act 18 county-based programs, we believe our exception to the 1% cap should be accepted.

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	6298
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	165
Projected Participation Rate	2.6%

Local Plan

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

Audience	Topics and Method of Training	Date
Administrators	Professional Development on the flowchart and process for Alternative Assessment IEP team decisions	03/10/2020
SE leadership	Professional Development on the flowchart and process for Alternative Assessment IEP team decisions	02/10/2020

Disproportionality

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

Yes No

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

African American

Subject	Plan
English Language Arts	The District will continue to provide professional development on the Alternative Assessment criteria as a part of the IEP procedures. Teams will continue to review data and make data-based decisions that include the most recent relevant sources at least 3x/year as a part of school-wide data dialogues (iReady, last year's state assessment data, Essential Element assessments, F&P, DRA, progress on IEP goals and objectives) and at least once a year at the student's annual IEP. District special education leadership meetings discuss, review and evaluate all Mi-Access data and look at annual trends and comparisons from year to year for all subgroups. Monthly special education elementary and secondary meetings will continue to address alternative assessments and decision making procedures for all students and more specifically African American students.
Math	The District will continue to provide professional development on the Alternative Assessment criteria as a part of the IEP procedures. Teams will continue to review data and make data-based decisions that include the most recent relevant sources at least 3x/year as a part of school-wide data dialogues (iReady, last year's state assessment data, Essential Element assessments, Every Day math assessments, progress on IEP goals and objectives) and at least once a year at the student's annual IEP. District special education leadership meetings discuss, review and evaluate all Mi-Access data and annual trends and comparisons from year to year for all subgroups. Monthly special education elementary and secondary meetings will continue to address alternative assessments and decision making procedures for all students and more specifically African American students.

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 assures that IEP team members have the most updated information regarding statewide assessments including the MDE guidance on alternative assessments. Statewide assessments are an IEP team decision and are based on data, team input, student's progress and the previous year's assessment data. The District continues to monitor all subgroup performance as well as statewide assessment identification. All decisions are data based and part of the IEP team decision, which includes the parent.



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

Member District: **Plymouth-Canton Community Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.9	0.9	0.9	No change
Mathematics	1	0.9	0.9	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.7	0.5	0.4	-



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

Member District: **Redford Union Schools, District No. 1**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	4.6	5	6.2	+
Mathematics	4.6	4.9	6.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	3.5	4	5.3	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	05/10/2019	Determining which tests are appropriate using MDE guidance documents - discussion in small groups to be taken back to individual schools to other staff members.	District Staff
Special Education Teachers	10/30/2019	Small group discussion sharing of information to be taken back to individual school buildings to be shared with other special education 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

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

Assessment Data Table	Number
Total Number of students tested overall	1251
Total Number of students tested with MI-Access	77
Students in center-based program from outside district	18
Adjusted Total	1233
Adjusted Participation Number	59
Adjusted Rate	4.8%

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	2312
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	68
Projected Participation Rate	2.9%

Local Plan

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

Audience	Topics and Method of Training	Date
Lead Special Education staff members/admin.	Guide to State Assessments, assessment selection determination, alternate content standards	02/19/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

We as a district will be ethical in following the guidelines provided by the State of Michigan in determining the appropriate test for our students.



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

Member District: **River Rouge 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	1.6	1.4	1.4	No change
Mathematics	1.6	1.4	1.4	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.7	1	1.2	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Caseload Providers	01/16/2019	PD that addressed 1% CAP guidelines per ESSA	District Staff
Special Education Caseload Providers	02/05/2020	PD that addressed various assessment selections based on individualized needs of students 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	1220
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	15
Projected Participation Rate	1.2%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Service Providers	Professional development will address assessment selection & alternate assessments	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



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

Member District: Romulus Community Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.2	3.5	2.9	-
Mathematics	3.2	3.4	2.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	3.6	3.1	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	08/28/2019	MI-Access participation- Using State Guidelines	District Staff
Special Education Ancillary Staff	08/28/2019	Mi-Access participation- Using State Guidelines	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	1284
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	22
Projected Participation Rate	1.7%

Local Plan

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

Audience	Topics and Method of Training	Date
IEP Team Members	Alternate Assessment	08/25/2020

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	The district has seen a decrease in the current data. This is due to cultural awareness and information sharing with school leaders and staff. The School district will continue to support awareness efforts through cultural development teams.
Math	The district has seen a decrease in the current data. This is due to cultural awareness and information sharing with school leaders and staff. The School district will continue to support awareness efforts through cultural development teams.

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.

ISD Training Support

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: **South Redford 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	2.4	2.8	2.2	-
Mathematics	2	2.4	2.1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.6	2.1	1.9	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Elementary Special Education Staff	06/03/2019	Reviewed MDE documents about decisions regarding testing. Talked about how to make the M-Step more accessible for struggling learners without Mi-Access	District Staff
All district administrators	11/13/2019	Discussed the ESSA/MDE/Local requirements for 1% participation and reviewed our district proficiency and participation data with administrators	District Staff
Secondary Special Education Staff	01/28/2020	Met with the secondary staff and reviewed the MDE guidelines along with articles for encouraging higher participation rates in M-Step with accommodations.	District Staff

Contributing Factors

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

- Yes No

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

- Yes No

Is there other justification to provide?

- Yes No

Please describe other justification:

A large part of our continued issues with exceeding our participation rates is the mobility of students with special education needs in our district. Often we have students who (based on the records we received or even failing to get the MET information in a timely fashion) have Mi-Access listed in their IEPs from the sending districts even when their information does not suggest that they are functioning as a student with a significant cognitive disability. My more recent conversations with the staff have highlighted the need for us to have ambitious goals even for some mildly cognitively impaired students so that some of the children qualifying under this eligibility area may still be able to participate in the general education curriculum and receive a diploma (using PCs, lots of accommodations, etc.). I targeted my administrators for training this past fall because I realized that there was a mindset with some of the principals that MiAccess should be the assessment because it provides more "help". I really do feel like I am moving the needle on the expectations the staff and administrators are having for our students with IEPs but this has been a somewhat slow process and needs continual reinforcement. Lastly, I have often had parents who have requested the MiAccess for their students and when the staff feel pressured to provide that, I have to be the one to come back to what is our best offer of FAPE>

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	1677
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	27
Projected Participation Rate	1.6%

Local Plan

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

Audience	Topics and Method of Training	Date
All special education staff	Specialized instruction and using accessibility tools for increased participation plus case reviews. Group	03/10/2020

Resources and Technical Assistance

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

Yes No

Please detail the need for additional resources and technical assistance.

I will continue to send my staff to ISD training in order to increase their skills in how to provide specially designed instruction that will allow the general education curriculum to be accessible to a wider number of students. Many of the comments from the teachers asked how they could sign up our severely LD or language impaired students with very poor reading skills up for the M-Step, so I think that is one of the target areas for how to increase our participation rates.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

I have had very pointed conversations with both staff and administrators about the need for us to consider LRE and increase our accessibility tools to our students in order to provide more participation in the general education curriculum. We recently took back 6 students from center programs (three who continue to be in a center program now that we are an operating district and 3 that are in a less restrictive program in our district but continue to require a modified curriculum after years in an operating district) this year who are included in the projected students who will be participating in the Mi-Access. I have gone through each of the files for all of the originally projected students who were pre-identified as taking Mi-Access and through conversations with staff, parents and administrators we really did look at increasing the number of students who would be taking the M-Step compared to the initial projections. Unfortunately, there were a couple of students who are already in a secondary program with a modified curriculum and based on parent input we were hard-pressed to change course with a change from the Mi-Access at this point. I continue to encourage our district staff to have high expectations for students with IEPs however and this will be an ongoing conversation.



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

Member District: Taylor 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	3.7	3.4	-
Mathematics	3.9	3.6	3.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	3	3.1	2.7	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	10/30/2019	In person PD provided to all special education staff. Flow chart reviewed with staff, review use of Assessment selection training and tool on Mi Access page.	District Staff
Special Education Staff/General Education Administrators	11/11/2019	Information provided to staff in Special Education Update, newsletter for staff and GE administration	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	3043
Total Number of students tested with MI-Access	108
Students in center-based program from outside district	13
Adjusted Total	3030
Adjusted Participation Number	95
Adjusted Rate	3.1%

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	3321
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	112
Projected Participation Rate	3.4%

Local Plan

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

Audience	Topics and Method of Training	Date
All Special Education Staff	Training on assessment selection and alternate assessment, PD in person, review assessment selection interactive tool, guidance provided	03/25/2020
ACT 18 and categorical staff	Training on essential elements standards and specialized instruction	08/01/2020
General Education Administrators/Staff	Included in Special Education Updates provided to all staff/ GE administrators	04/01/2020

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: Trenton Public Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.3	0.7	0.8	+
Mathematics	1.4	0.7	0.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	0.3	0.8	+



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

Member District: **Wayne-Westland Community School District**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.2	3.3	3.3	No change
Mathematics	3.3	3.3	3.3	No change
Science	N/A	N/A	N/A	N/A
Social Studies	2.5	2.5	2.8	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Secondary Special Education Teams	02/01/2019	Training Presentation, State Alternate Assessment Guidelines document and MiAccess Resource Drive	District Staff
District Principals	02/13/2019	Training Presentation, State Alternate Assessment Guidelines document and MiAccess Resource Drive	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	5819
Total Number of students tested with MI-Access	189
Students in center-based program from outside district	78
Adjusted Total	5741
Adjusted Participation Number	111
Adjusted Rate	1.9%

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	5530
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	200
Projected Participation Rate	3.6%

Local Plan

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

Audience	Topics and Method of Training	Date
Secondary Special Education Teachers / Case Managers	"Selecting a State Assessment" Training Presentation	04/01/2020
Secondary Special Education Teachers / Case Managers	Special Education Department - Procedural Guideline	04/01/2020

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: Wyandotte 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	11.8	10.2	10.1	-
Mathematics	11.1	10	9.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.5	0.4	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 Professional staff	08/26/2019	IEP /Assessment Training, Form shared to determine appropriate assessment	District Staff
Supervisors/Special Ed Administrators	01/17/2020	Shared Alternative Assessment manual and training materials for select supervisors to prepare for assessment	District Staff

Contributing Factors

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

Yes No

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

Yes No

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

Assessment Data Table	Number
Total Number of students tested overall	2349
Total Number of students tested with MI-Access	237
Students in center-based program from outside district	190
Adjusted Total	2159
Adjusted Participation Number	47
Adjusted Rate	2.2%

Is there other justification to provide?

Yes No

Please describe other justification:

Wyandotte operates 3 center programs that service students with a moderate cognitive impairment. There were 16 Wyandotte students who receive center based programming due to their severe cognitive delays. The total number of students who require to take the alternative assessment due to moderate cognitive is 206. As a result the Adjusted total for students who tested overall would be 2143. There were 29 students who were administered the alternative assessment. The adjusted rate would be 1.4 % overall,

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	2155
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	22
Projected Participation Rate	1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education teachers/superrvisors	Assessment selection (flowchart), alternate content standards	03/13/2020
Special Education teachers/supervisors	Assessment selection/IEP review	09/25/2020

Disproportionality

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

Yes No

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

African American

Subject	Plan
English Language Arts	Review IEP/assessment data/procedures to determine type of assessment. Due to operating center programs. there are students who qualify due to moderate cognitive impairment. Referral procedures will be reviewed to ensure students identified to qualify for center programs are accurately identified per testing data.
Math	Review IEP/assessment data/procedures to determine type of assessment. Due to operating center programs. there are students who qualify due to moderate cognitive impairment. Referral procedures will be reviewed to ensure students identified to qualify for center programs are accurately identified per testing data.

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

Training is provided and attended at the county and district level to ensure professional staff are following MDE guidelines per assessment procedures. Annual IEP training is provided at the district level. Also training is offered at the county and provided for staff who need additional support. Staff meet as a PLC to confer and learn together related to programming and planning instruction for students with an IEP. Staff are required to follow guidelines to support appropriate assessment type be identified at each student's annual IEP.



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

Member District: Flat Rock Community Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3.1	2.4	0.9	-
Mathematics	3.2	2.5	0.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.3	2.1	0.7	-



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

Member District: **Crestwood School District**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.5	1.2	1.3	+
Mathematics	1.2	1.3	1.3	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1	0.8	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
Special Education Teachers	08/28/2019	Overview of state guidelines and the importance of determining the appropriate assessments for students	District Staff
Special Education Teachers	11/30/2019	Assessment Selection Guidelines Training through MDE Each special education teacher completed the online training and printed their certificates	MDE

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

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	2094
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	23
Projected Participation Rate	1.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Continued information and educational training on assessment selection	08/26/2020

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



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

Member District: **Westwood Community School District**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	5.8	5.2	3.9	-
Mathematics	5.8	5.1	3.9	-
Science	N/A	N/A	N/A	N/A
Social Studies	5.6	4.8	2.3	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Teacher Consultants	03/24/2019	Assessment Selection Guidance/Data on students	District Staff
Special Education Staff	03/24/2019	Accommodations Worksheet/Alt Assessment Worksheet	District Staff
Administrator	06/17/2019	Email Guidance Tools/MDE training links	District Staff
Special Education Staff	01/20/2020	Newsletter-Assessment Selection Interactive Decision Making Tool	District Staff
Special Education Staff	02/21/2020	Email data/Mi Access training online/Email Guidance tools	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	795
Total Number of students tested with MI-Access	31
Students in center-based program from outside district	1
Adjusted Total	794
Adjusted Participation Number	30
Adjusted Rate	3.8%

Is there other justification to provide?

Yes No

Please describe other justification:

We operate 2 Center Based classrooms in our district. Those students take the MiAccess. We also service students with mild cognitive impairments that would substantiate the need for MiAccess as their assessment. The IEP team individualizes for each student regarding the correct assessment to administer. We are utilizing the decision tree and the MDE determination tool.

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	810
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	30
Projected Participation Rate	3.7%

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 Ed Staff	Guidance Documents-Email	02/28/2020
Special Ed Staff	Assessment Selection Guidance Training-Face to Face	08/26/2020
Administrators	MDE Training Module and Interactive Decision Making Tool	09/26/2020

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

IEP teams will continue to utilize the online Assessment Selection Interactive Decision Making tool for each student when making assessment decision. We will also participate in any additional professional development opportunities offered at our ISD.

ISD Comments (if ISD returned to district for modifications)

The data table at the beginning appears to have WRESA ISD-level data, not Westwood's data. Also, the total number of students taking an assessment doesn't match Westwood's data sheet. Please call me at 734-334-1484 so I can help you get the correct data entered. Thank you, Liz Nelson



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

Member District: Ecorse Public Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.9	2.1	2.7	+
Mathematics	2.8	2.1	2.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	3.6	0.9	4.2	+

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	09/03/2019	Provided documentation from ISD on Alternative Assessment Guidance	District Staff
Administrators	09/09/2019	Cabinet Meeting informational session	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:

Ecorse Public Schools offers Special Education Programs and services via resource program for all students enrolled in the district. For students who are in their LRE and not successful with taking general assessments with supported accommodations due to severe Cognitive Impairment or performing as if they have a moderate to severe CI. It is then determined by the students IEP team when the alternative assessment is appropriate and best for students individualized needs.

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	569
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate	1.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff	Alternative Assessment and State Testing Guidelines	02/27/2020

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

ISD Comments (if ISD returned to district for modifications)

Please provide additional clarification for the question "Is there other justification to provide?" Currently the answer is indicating students with low academic proficiency are not required to take the general assessments, when instead it typically expressed as all students are required to take general assessments unless there is a severe cognitive impairment and the IEP team determines the general assessments to be inappropriate. Please call me at 734-334-1484 with any questions. Thank you - Liz Nelson



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

Member District: Gibraltar 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	1.6	0.6	1	+
Mathematics	1.5	0.6	1	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.7	0.4	0.6	+



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

Member District: Grosse Ile Township Schools

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.3	0.2	0.2	No change
Mathematics	0.3	0.2	0.2	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0.5	+



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

Member District: Harper Woods 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	2.5	2.9	1.6	-
Mathematics	2.5	2.9	1.6	-
Science	N/A	N/A	N/A	N/A
Social Studies	2	2.2	1.6	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	08/29/2019	Determining the proper test for students with disabilities to take; utilizing the MDE website interactive tool for determining assessment	District Staff
Special Education Teachers	12/11/2019	Going over student testing accommodations and tests, revisited MDE website and tools to utilize when determining appropriate testing	District Staff
Special Education Teachers	02/14/2020	Increasing the rigor in the essential elements, moving students forward	District Staff

Contributing Factors

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

Yes No

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

The district does have programs in which students who are Cognitively Impaired are instructed using the essential elements curriculum due to their cognitive abilities.

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	1192
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	13
Projected Participation Rate	1.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Increasing the rigor in the essential elements curriculum and moving students forward (professional development meeting)	02/14/2020

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 number of students taking alternate assessments in the district continues to decline as we work to increase the time spent in general education classes as well increase the rigor in the alternative curriculum.



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

Member District: **Huron 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	1.2	1.2	1.6	+
Mathematics	1.2	1.2	1.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.7	0.5	0.9	+

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
IEP Compliance Team and Transition Team: Including 4 Special Education Providers from the Huron School District.	02/27/2019	This group met to talk about how decisions are made for student IEP. At this time we reviewed the guidance from MDE on alternate assessments. This was a small group training with building leaders to give them information to take back to buildings.	District Staff
All Huron Special Education Staff	08/28/2019	During our summer professional development we spent one and a half hours reviewing IEP team decisions. Within this time we reviewed the MDE guidance about alternate assessment and also went through different hypothetical scenarios where teachers would be making these decisions. This was a whole special education staff training.	District Staff
2019-2020 IEP Compliance Group	10/09/2019	This group is made up of 4-7 special education staff members from the Huron School District. During this time we reviewed how to lead IEP teams through the decision making process using the MDE 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	1379
Total Number of students tested with MI-Access	22
Students in center-based program from outside district	6
Adjusted Total	1373
Adjusted Participation Number	16
Adjusted Rate	1.2%

Is there other justification to provide?

Yes No

Please describe other justification:

Huron School District operates a local elementary program for students with cognitive impairments that is aligned with the Essential Elements. Of the students who were assessed in 2019, there were 6 students in that program who participated in the alternate assessment. While this is a local program, the program provides services to students with the Cooperative for Special Education Services (Flat Rock Community Schools, Gibraltar School District, Grosse Ile Township Schools, Huron School District & Riverview Community School District).

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	1385
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	25
Projected Participation Rate	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
Resource Program and Self-Contained Program teachers	Content Standards: We will work with teachers during their building PLC time to examine the content standards and the essential elements to determine which curriculum aligns with their program and with their students with IEPs. This will be done in small groups with their buildings and led by a special education supervisor.	05/22/2020
All Special Education Staff	Specialized Instruction: We will work with the group during our Professional Development in the fall before school starts to continue working on specialized instruction. The staff will gain an understanding about their instruction for students with IEPs and what it means to design that instruction using the appropriate content standards. We will then work on the decision process for moving into an alternate assessment and what that looks like.	08/28/2020

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



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

Member District: Woodhaven-Brownstown 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	1.2	0.8	0.5	-
Mathematics	1.2	0.8	0.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	0.9	0.7	-



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

Member District: Northville 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	1.8	2	+
Mathematics	2.1	1.8	2	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.5	0.2	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 staff	05/15/2019	1% information as well as MDE online assessment selection training module. Special education supervisors have presented information regarding assessment guides, time lines, links to resources, access to MDE online assessment selection training module/MDE online interactive IEP decision tool and any changes/additions to the assessment guides. Special education staff also use information when preparing for IEP's. Review of results occurred as well.	District Staff
Parents	09/03/2020	Parents have access to the MDE guidance form on NPS website along with availability at IEP's when discussing decisions regarding the potential need for an alternative assessment.	District Staff
School Administration	12/20/2019	Coordinating council through ISD	ISD Staff

Contributing Factors

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

Yes No

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

Yes No

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

Assessment Data Table	Number
Total Number of students tested overall	4031
Total Number of students tested with MI-Access	102
Students in center-based program from outside district	67
Adjusted Total	3964
Adjusted Participation Number	35
Adjusted Rate	0.9%

Is there other justification to provide?

Yes No

Please describe other justification:

Northville Public Schools provides Autism/SCI/SXI/DD ACT 18 county based programs for 13 local districts across Western Wayne County. We service students with severe cognitive deficits (IQ less than 40), students with severe multiple impairments (usually, a cognitive deficit less than 40 + medical involvement), students with dual diagnosis (cognitive impairment + emotional impairment) and students with moderate to severe autism. All students in our programs are fully immersed in the Essential Elements curriculum, the alternative to the MMC, to meet the unique needs of our students. Additionally, the severity of these students' disabilities and the IEP team determine the most appropriate statewide assessment. Northville Public Schools uses the MDE Mi Access/M-Step flowchart when making determinations about which statewide assessment meets the needs of all students. Since statewide assessment is an IEP team decision, which includes the parent, and the fact that Northville runs Act 18 county-based programs, we believe our exception to the 1% cap should be accepted.

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	4046
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	79
Projected Participation Rate	2%

Local Plan

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

Audience	Topics and Method of Training	Date
Administrators	Professional Development on the flowchart and process for Alternative Assessment IEP team decisions	03/10/2020
Special Ed leadership	Professional Development on the flowchart and process for Alternative Assessment IEP team decisions	03/10/2020

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 District will continue to provide professional development on the Alternative Assessment criteria as a part of the IEP procedures. Teams will continue to review data and make data-based decisions that include the most recent relevant sources at least 3X/year as a part of school-wide data dialogues, (NWEA, F & P, Aims web, progress on IEP goals and objectives) and at least once a year at the student's annual IEP. District special education leadership meetings discuss/review and evaluate all Mi-Access data and look at annual trends and comparisons from year to year for all subgroups. Monthly special education collegials will continue to address alternative assessments and decision making procedures for all students and more specifically economically disadvantaged students.
Math	The District will continue to provide professional development on the Alternative Assessment criteria as a part of the IEP procedures. Teams will continue to review data and make data-based decisions that include the most recent relevant sources at least 3X/year as a part of school-wide data dialogues, (NWEA, F & P, Aims web, progress on IEP goals and objectives) and at least once a year at the student's annual IEP. District special education leadership meetings discuss/review and evaluate all Mi-Access data and look at annual trends and comparisons from year to year for all subgroups. Monthly special education collegials will continue to address alternative assessments and decision making procedures for all students and more specifically economically disadvantaged students.

African American

Subject	Plan
English Language Arts	The District will continue to provide professional development on the Alternative Assessment criteria as a part of the IEP procedures. Teams will continue to review data and make data-based decisions that include the most recent relevant sources at least 3X/year as a part of school-wide data dialogues, (NWEA, F & P, Aims web, progress on IEP goals and objectives) and at least once a year at the student's annual IEP. District special education leadership meetings discuss/review and evaluate all Mi-Access data and look at annual trends and comparisons from year to year for all subgroups. Monthly special education collegials will continue to address alternative assessments and decision making procedures for all students and more specifically African-American students.
Math	The District will continue to provide professional development on the Alternative Assessment criteria as a part of the IEP procedures. Teams will continue to review data and make data-based decisions that include the most recent relevant sources at least 3X/year as a part of school-wide data dialogues, (NWEA, F & P, Aims web, progress on IEP goals and objectives) and at least once a year at the student's annual IEP. District special education leadership meetings discuss/review and evaluate all Mi-Access data and look at annual trends and comparisons from year to year for all subgroups. Monthly special education collegials will continue to address alternative assessments and decision making procedures for all students and more specifically African-American students.

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 assures that IEP team members have the most updated information regarding statewide assessments including the MDE guidance on alternative assessments. Statewide assessments are an IEP team decision and are based on data, team input, student's progress and the previous year's assessment data. The District continues to monitor all subgroup performance as well as statewide assessment identification. All decisions are data based and part of the IEP team decision, which includes the parent.



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

Member District: Riverview Community School District

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.4	1.5	1.3	-
Mathematics	1.3	1.4	1	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	1.2	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
IEP Compliance Team	10/09/2019	Alternate Assessment Decision Tool: We worked with building special education leaders and walked through the decision making for alternate assessments. We also provided information on essential elements and alternate content standards.	District Staff
All Riverview Special Education Staff	01/20/2020	We walked through the entire IEP process included the decision to use alternate assessments. The staff was trained on how to make the decision to have a student participate in alternate assessments.	District Staff

Contributing Factors

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

- Yes No

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

- Yes No

Is there other justification to provide?

- Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	1596
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	13
Projected Participation Rate	0.8%

Local Plan

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

Audience	Topics and Method of Training	Date
Resource Program and Self-Contained Program teachers	Content Standards: We will work with teachers during their building PLC time to examine the content standards and the essential elements to determine which curriculum aligns with their program and with their students with IEPs. This will be done in small groups with their buildings and led by a special education supervisor.	05/22/2020
All Special Education Staff	Specialized Instruction: We will work with the group during our Professional Development in the fall before school starts to continue working on specialized instruction. The staff will gain an understanding about their instruction for students with IEPs and what it means to design that instruction using the appropriate content standards. We will then work on the decision process for moving into an alternate assessment and what that looks like.	08/28/2020

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



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

Member District: Southgate Community School District

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.5	1.2	1.4	+
Mathematics	1.5	1.2	1.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.6	1.3	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
Staff	01/20/2020	Inservice professional development to all special education staff	District Staff
Parents/gen ed. staff	02/03/2020	Occurs at every student IEP---occurs at every meeting with parent.	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	1793
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	24
Projected Participation Rate	1.3%

Local Plan

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

Audience	Topics and Method of Training	Date
Special ed. Staff	PD- include MDE criteria for choosing appropriate assessment	01/20/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



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

Member District: **Van Buren Public Schools**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	3	2.8	2.4	-
Mathematics	2.9	2.7	2.4	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.4	2	1.7	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Staff	09/20/2019	Meeting with Staff- IEP Training	District Staff
Special Education Staff	11/13/2019	Brown Bag Lunch Meeting- Gave out MDE resources about Mi- Access and MStep testing. Also directed staff to MDE website	District Staff
Special Education Staff	01/20/2020	Emailed staff about accommodations for MStep and MI Access	District Staff

Contributing Factors

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

Yes No

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

Yes No

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

Assessment Data Table	Number
Total Number of students tested overall	2334
Total Number of students tested with MI-Access	57
Students in center-based program from outside district	10
Adjusted Total	2324
Adjusted Participation Number	2267
Adjusted Rate	97.5%

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	2275
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	65
Projected Participation Rate	2.9%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Staff	Alternate Assessment	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

District Comments

We work hard to ensure that only the students who qualify to take the MI-Access are allowed to take it



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

Member District: **Riverside 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	0.2	0	-
Mathematics	1.5	0.2	0.2	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	0.5	0	-



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

Member District: **Keystone 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: Hamtramck 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	0.3	0	0.3	+
Mathematics	0.3	0	0.3	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: **Universal Learning 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: **American 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	1.2	0	0	No change
Mathematics	1.2	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	3.1	0	0	No change



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

Member District: **Detroit Enterprise 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	2.1	0.9	0.9	No change
Mathematics	2.1	0.9	0.9	No change
Science	N/A	N/A	N/A	N/A
Social Studies	3.4	0.7	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
SE Administrators	01/15/2019	Email explaining ongoing tracking of students taking alternate assessment. SE Supervisor discussed at team meeting to ensure recommendations for students on Mi-Access were appropriate. Emailed Should My Student Take... Guidance document	District Staff
SE Administrators	10/18/2019	In Person Training to review use of the Should My Student Take 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	478
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate	0.6%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Team	Sharing of Should My Student Take Document, discuss and support IEP in decision making when determining education needs of learners with complex needs	03/31/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

ISD Comments (if ISD returned to district for modifications)

Please corrected the 2020 Projected Participation Rate area as the numbers appear to be flipped and resubmit. Thank you!



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

Member District: **Bridge 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	1.7	0	0	No change



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

Member District: Detroit Premier 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	3.8	1.4	0	-
Mathematics	3	0.7	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	1.9	0	0	No change



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

Member District: Hanley International Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.5	1	1.2	+
Mathematics	0.5	1	1.2	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	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
Administrator	01/22/2020	Act 18 Procedures, 1% Cap, Assistive Tech., and Determination Focus	ISD Staff
Special Education Teachers	01/31/2020	Reviewed E-resources on Alternate Assessment Selection	MDE

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	415
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate	1%

Local Plan

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

Audience	Topics and Method of Training	Date
special education teachers and administrators	Special education teachers and administrators have utilized electronic resources provided by MDE to support alternate assessment selection and determination for students.	01/31/2020

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: **Frontier International Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

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



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

Member District: Covenant House Academy Detroit

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: Taylor Exemplar Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.9	0.2	0	-
Mathematics	0.9	0.2	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.8	0.7	0	-



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

Member District: David Ellis Academy West

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: **Flagship Charter Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.1	0.7	0.5	-
Mathematics	1.1	0.7	0.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.7	1.5	0	-



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

Member District: Clara B. Ford Academy (SDA)

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: ACE Academy (SDA)

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: University Preparatory Academy (PSAD)

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.1	0.9	0.7	-
Mathematics	1.1	0.9	0.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	0.9	0.5	-



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

Member District: Vista Meadows 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: **University Preparatory Science and Math (PSAD)**

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	0.1	0	0	No change
Mathematics	0.1	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: **University Preparatory Art & Design**

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	0.3	0.7	+
Mathematics	0.6	0.3	0.4	+
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: **Achieve Charter Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.4	0.2	0.2	No change
Mathematics	0.4	0.2	0.2	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0	0.6	0	-



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

Member District: Quest Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.1	1	0.2	-
Mathematics	1.1	0.8	0.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	1.3	0	-



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

Member District: Washington-Parks Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.5	0.3	0.2	-
Mathematics	0.5	0.3	0.2	-
Science	N/A	N/A	N/A	N/A
Social Studies	0.9	0.6	0	-



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

Member District: **Detroit Leadership 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	1.9	1.8	-
Science	N/A	N/A	N/A	N/A
Social Studies	3	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
Special Education Teachers	11/07/2019	Discussed with teachers the 1% CAP rule and began the process of determining the students who absolutely need to take the alternate assessment	District Staff
Special Education Teachers	01/22/2020	Finalized the students who would take the alternate assessment	District Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	345
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate	0.6%

Local Plan

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

Audience	Topics and Method of Training	Date
administrators	Making aware of the 1% Cap rule to the District Testing Coordinator	01/31/2020

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

District Comments

The district IEPT carefully reviews and discusses with the parent the student and their IEP when determining which assessment is best suitable for the student.



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

Member District: Legacy Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.4	0	0.4	+
Mathematics	0.4	0	0.4	+
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0	0	No change



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

Member District: University Yes 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	0.5	0.5	No change
Mathematics	1.2	0.5	0.5	No change
Science	N/A	N/A	N/A	N/A
Social Studies	1.4	0.8	0	-



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

Member District: **Global Heights Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	5.7	4.3	1.7	-
Mathematics	5.7	4.3	1.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	4	10.3	2.3	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Teachers	08/20/2019	We discussed and read the Family Matters form that talks about Alternate Assessments. We also discussed the criteria for taking the assessment and practiced using the Interactive tool on the MDE website.	Other Special Ed. Supervisor
Parents	02/04/2020	The Family Matters document is discussed at every IEP.	District Staff
Teachers	12/20/2019	A district meeting was called. During the district meeting, we discussed the interactive tool to determine whether the student should take the alternate assessment.	Other Special Ed. Supervisor

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	116
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate	1.7%

Local Plan

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

Audience	Topics and Method of Training	Date
Special education teachers	Topic: Determining if a student qualifies for the MI-alternate assessment Method of Training: Using the Interactive tool the MDE website and practicing using scenarios	02/20/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

We conduct progress monitoring meetings. In addition to discussing progress, we will be discussing if the student qualifies for an Alternate Assessment using the MDE Interactive tool.



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

Member District: Regent Park Scholars Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2	0.9	0.3	-
Mathematics	2	0.9	0.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.8	0.8	0	-



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

Member District: South Canton Scholars Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.2	0.2	0.2	No change
Mathematics	0.2	0.2	0.2	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0	0	No change



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

Member District: **American International Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2.5	1.4	1.6	+
Mathematics	2.5	1.4	0.5	-
Science	N/A	N/A	N/A	N/A
Social Studies	5.3	1.1	0	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special education staff	02/01/2019	Participation in MSTEP vs. MI-Access, testing accommodations, proctoring the assessment	District Staff
Special Education Staff	01/01/2020	Assessment selection, accommodations, testing protocols	District Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

Our student population has rapidly expanded over the last few years. A large percentage of the new student population had already been diagnosed with a disability prior to enrolling with us. Our numbers may be disproportional again this year since we meet our students wherever they are functioning when they arrive. We will continue to utilize the state assessments that best fit our students ability levels.

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	376
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	9
Projected Participation Rate	2.4%

Local Plan

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

Audience	Topics and Method of Training	Date
Special education staff	State assessment selection guidelines for alternative assessment	08/19/2020
Administration	State assessment selection guidelines for alternative assessment	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 school population has grown rapidly over the past few years. AIA has been coping with an unusually high influx of special needs students. We have 59 special needs students who will be taking the state assessment this year and 11 of those students are cognitively impaired or extremely low functioning ASD. Those 11 students are functioning significantly below their same-aged peers and will require the MI-Access assessment instead of the MSTEP.



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

Member District: **New Paradigm Glazer-Loving 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	0	0.6	+
Mathematics	1	0	0.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: **Jalen Rose Leadership 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	0	1.1	+
Mathematics	1	0	1.1	+
Science	N/A	N/A	N/A	N/A
Social Studies	1	0	1.1	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	01/24/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Administrators	01/24/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Parents	01/31/2020	Understanding Alternative Assessments Process, the assessment selection and why my child is or is not taking MI-Access.	District Staff
General Education Teachers	01/24/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff
Support Staff	01/24/2020	Understanding MI-Access and the 1% CAP and reviewing in state assessment selection guidelines and trainings that are available to understand the Assessment Selection Process	District Staff

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:

Jalen Rose Leadership Academy School District is a fairly small school district with only 387 students in grades 9th-12th, Our district has a high population of students who have, or function 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	90
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	1
Projected Participation Rate	1.1%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Teachers	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training. Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/10/2020
General Education Teachers	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training. Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access.	02/10/2020
Administrators	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training. Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access	02/10/2020
Support Staff	Utilizing the alternate assessment participation guidelines to make assessment participation decisions. Staff participated in Face-to-face training. Given copy of guidance documents and directed to view the Online Training Webinar for MI-Access	02/10/2020
Parents	Understanding Alternative Assessments Process, the assessment selection and why my child is or is not taking MI-Access. Parents participated in a Face to Face Workshop and were given a copy of the Alternative Assessments Guidance Documents.	01/31/2020

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

District Comments

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



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

Member District: **W-A-Y 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	0	0	No change
Mathematics	1.5	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: Highland Park Public School Academy System

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

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

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

Data

Please indicate the 1% participation rate data:

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



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

Member District: **Capstone Academy Charter School (SDA)**

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: MacDowell Preparatory Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	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: Michigan Educational Choice Center

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	2	1.1	0	-
Mathematics	2	0.7	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	2.2	1.3	0	-



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

Member District: **Detroit Innovation Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.6	1.3	1.6	+
Mathematics	1.6	1.3	1.6	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	1.4	0	-

Professional Development Provided

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

- Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	01/31/2020	1% justification information from mangement company	District Staff
Special Education Teachers	02/11/2020	1% Data from administrators	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	251
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate	1.6%

Local Plan

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

Audience	Topics and Method of Training	Date
Special Education Team	The special education department will continue to review students IEP to determine if Mi-Access is needed.	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: **Cornerstone Health and Technology 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: **Madison-Carver 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	0.3	0.3	0.7	+
Mathematics	0.3	0.3	0.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.2	0	0	No change



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

Member District: Plymouth Scholars Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.4	0.2	0.2	No change
Mathematics	0.4	0.2	0.2	No change
Science	N/A	N/A	N/A	N/A
Social Studies	0.6	0	0.6	+



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

Member District: **Escuela Avancemos**

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	1.6	0	-
Mathematics	0	1.6	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	2.4	0	-



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

Member District: **Caniff Liberty Academy**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0.9	1.6	1.4	-
Mathematics	0.7	1.4	1.3	-
Science	N/A	N/A	N/A	N/A
Social Studies	1	0	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
Administrator	02/12/2020	1% CAP	ISD Staff
Special Education Teachers	02/12/2020	1% CAP	ISD Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

2020 Projected Participation Rate

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

Projected Participation Rate	Number
Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11	316
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate	1.3%

Local Plan

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

Audience	Topics and Method of Training	Date
Administrator	Will continue to review ISD and MDE issued materials and documentation regarding alternate assessments.	02/20/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

ISD Comments (if ISD returned to district for modifications)

Hi, the numbers in the data table do not match the numbers sent via email by Zeinab Sleiman to Adam Leroy (listed in WRESA's PSA directory as the Special Education Contact for Caniff Liberty) on 2/4/20 for Caniff Liberty and also provided at the January 2020 PSA meeting. Please locate the data sent earlier this month and correct the initial data table and any others affected. Contact Liz Nelson, nelsone@resa.net, 734-334-1484 or Zeinab Sleiman, sleimaz@resa.net, 734-334-1495 if you need assistance locating your data. Thank you, Liz Nelson



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

Member District: Rutherford Winans 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	0	0	No change
Mathematics	1	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	3.4	0	0	No change



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

Member District: Taylor Preparatory High School

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	1.3	0	4.3	+
Mathematics	1.3	0	4.3	+
Science	N/A	N/A	N/A	N/A
Social Studies	1.3	0	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
Tanille Hill	02/05/2020	Online Modules for Alt Assessment	District Staff
Paula Hull	02/05/2020	Online Modules for Alt Assessment	District Staff
Laura Smith	02/05/2020	Online Modules for Alt Assessment	District Staff

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Is there other justification to provide?

Yes No

Please describe other justification:

Sending schools provided IEPs that had decided certificate of completion track and alternate assessment needs. Taylor Prep reviews data and progress to determine appropriateness of decisions once adequate data is gathered.

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	101
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate	0%

Local Plan

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

Audience	Topics and Method of Training	Date
Tanille Hill	Alt Assessment / CoC decision-making	06/05/2020
Paula Hull	Alt Assessment / CoC decision-making	06/05/2020
Laura Smith	Alt Assessment / CoC decision-making	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

District Comments

Our testing numbers depend on our cohort of incoming students sent to us from previous schools. Often, alt assessment decisions are made prior to students coming to Taylor Prep.



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

Member District: The James and Grace Lee Boggs 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	4.5	0	0	No change
Mathematics	4.5	0	0	No change
Science	N/A	N/A	N/A	N/A
Social Studies	5.3	0	0	No change



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

Member District: Tipton 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	1.4	1.3	0.7	-
Mathematics	1.4	1.3	0.7	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	1.4	1.1	-

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	01/06/2020	Informational session on 1% Cap and assessment selection and participation	District Staff
Service Providers	01/06/2020	Informational session on 1% Cap and assessment selection and participation	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	280
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate	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/ Service Providers	Topic will be on selecting appropriate assessments, how to give the alternate assessments, the content stanards it covers and how to plan for this specialized instruction	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

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: Branch Line 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: **Detroit Achievement 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	1.9	+
Mathematics	0	0	1.9	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
General Education Teachers	01/17/2020	Testing Accommodations. Professional Development and Informational session. Technology and Student Data	District Staff
Special Education Teachers	01/17/2020	Testing Accommodations. Professional Development and Informational session. Technology and Student Data	District Staff
Administrators	01/17/2020	Testing Accommodations. Professional Development and Informational session. Technology and Student Data	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	114
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate	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
Parents	Testing Accommodations. Provide parents with written information and websites regarding academic standards that their child is being measured with to determine alternate test taking	03/13/2020
General Education Teachers	Provide teachers with information and training regarding how to teach students who require alternate assessments different test taking strategies.	05/08/2020
Special Education Teacher	Attend trainings on and off sight to further their ability to teach test taking strategies to students who require alternate assessment	05/08/2020
General Education Teachers	Staff training on the criteria of alternate assessment test taking. Utilizing the Assessment Selection Guidelines Training and Assessment Selection Interactive Decision Making Tool provided by MDE.	04/17/2020
Special Education Teachers	Staff training on the criteria of alternate assessment test taking. Utilizing the Assessment Selection Guidelines Training and Assessment Selection Interactive Decision Making Tool provided by MDE.	04/17/2020

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, I would recommed including some kind of training in your local plan to train staff on the criteria for taking the alternate assessment and the 1% Cap in general. We can provide some resources developed by MDE to assist you in developing such a training. Please revise your local plan and resubmit. Thank you! Liz Nelson nelsone@resa.net 734-334-1484



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

Member District: Detroit Public Safety 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: **Canton Preparatory High School**

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

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

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

Data

Please indicate the 1% participation rate data:

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



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

Member District: **WAY Michigan**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	0	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: New Paradigm College Prep

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: Pathways 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: **Detroit Public Schools Community District**

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	5.8	5.3	5.2	-
Mathematics	5.7	5.2	5	-
Science	N/A	N/A	N/A	N/A
Social Studies	3.3	3.4	3.4	No change

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	03/18/2019	Full Implementation of the IEP, including state assessment decision making process, data collection and analysis, and use of accommodations throughout the school year - In Person	District Staff
Special Education Teachers & Supervisors	08/27/2019	Creating a Comprehensive IEP, including alignment of student needs to the PLAAFP, supplemental aids/services/programming/services, & identification and rational for the state/district assessment selection - In Person	District Staff
Parents	10/23/2019	Understanding each component of the IEP, including state/district assessments, the decision making process, and information used as part of the selection process	District Staff
Special Education Teachers	11/05/2019	Creating a Comprehensive IEP, including alignment of student needs to the PLAAFP, supplemental aids/services/programming/services, & identification and rational for the state/district assessment selection - In Person, continuation/review from 8/27/2019	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	25220
Total Number of students tested with MI-Access	1300
Students in center-based program from outside district	36
Adjusted Total	25184
Adjusted Participation Number	1264
Adjusted Rate	5%

Is there other justification to provide?

Yes No

Please describe other justification:

Detroit Public Schools Community District (DPSCD) is the largest school district in Michigan, serving approximately 8000 students (16%) with IEPs. Approximately 80% of all DPSCD students qualify for free or reduced lunch.

The District is a center program provider in Wayne County for moderate to severe Act 18 programs, including ASD, Day Treatment (EI), DHH, Dual Diagnosed (CI/EI), MOCI, SCI, SXI, POHI, VI, Early Intervention, and Post-Secondary Work Skills. As a center program district, DPSCD students with moderate to severe disabilities remain in the district where they receive programs and services as defined in each student's IEP. Approximately 80% of DPSCD students qualify for free or reduced lunch. Characteristics of the majority of students in DPSCD Act 18 programs include a significant cognitive disability and significantly affected adaptive function, significant difficulties communicating, one or more areas of disability identified in addition to a significant cognitive impairment, individual needs of students will impact post-secondary outcomes and require life-long support, students require extensive individualized instruction and/or support, and instruction is modified/aligned to the Common Core Essential Elements. In addition to the Act 18 moderate to severe programs for DPSCD students, the District runs 77 MICI classrooms for resident students. The instruction provided for students in a MICI Program is individualized, functional and aligned to the Common Core Essential Elements.

Additionally, DPSCD continues to face challenges with recruiting and retaining qualified special education staff, including teachers, ancillary and support staff. Although districts across Michigan face this same dilemma and our number of vacancies have been reduced over the past three years, staff recruitment and retainment challenges continue to significantly impact the consistent and appropriate implementation of District procedures.

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	26366
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	925
Projected Participation Rate	3.5%

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 Teachers & Service Providers	Assessment selection and criteria, data collection and analysis relevant to assessment selection - Webinar/In Person	08/31/2020
Building Administrators	Assessment selection and criteria, data collection and analysis relevant to assessment selection - Webinar/In Person	08/31/2020
Special Education Teachers	Specialized Instruction - In person	02/28/2020
Parents	Understanding each component of the IEP, including the decision making process involved with state/district assessments	02/13/2020
Parents	Becoming an active member of the IEPT, including the process of determining the appropriate state/district assessment based on the student's needs, data gathered, established criteria	04/16/2020
All Relevant Stakeholders	Provide written procedures specific to the decision making process for state and district assessments, criteria for data and frequency of data collection, and data analysis	11/10/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

DPSCD will continue to provide state/district assessment training to all relevant stakeholders to ensure only those students who meet the criteria to take an alternate state/district assessment do so. In addition, the Office of Exceptional Student Education is seeking multiple means for the delivery of professional development to ensure all stakeholders have access to relevant training at the time it is needed. Such training would include topics specific to the decision making process for state/district assessments, data collection and analysis, and specialized instruction.

ISD Comments (if ISD returned to district for modifications)

Please correct the projected rates and any other errors due to premature submission by the district. Thank you! Liz Nelson 734-334-1484



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

Member District: **Cornerstone Jefferson-Douglass 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	0.3	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: Inkster Preparatory Academy

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

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

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	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: **New School High**

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

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Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	9.1	0	-
Mathematics	0	9.1	0	-
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0	No change



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

Member District: **Distinctive College Prep.**

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.

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Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	0	0	0.8	+
Mathematics	0	0	0.8	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	0.8	+



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

Member District: Detroit Collegiate High School

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

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

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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	7.7	+
Mathematics	0	0	7.7	+
Science	N/A	N/A	N/A	N/A
Social Studies	0	0	7.7	+

Professional Development Provided

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

Yes No

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

Audience	Date Occurred	Topics and Method of Training	Delivered by
Special Education Teachers	11/07/2019	Discussed and Reviewed the 1% rule. Began the process of reviewing students and determining who must take the alternate assessment	District Staff
Sped Director	01/22/2020	PSA directors meeting. received alternate assessment data	ISD Staff
special education teachers	01/23/2020	Reviewed paperwork provided by RESA	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	50
Total Number of students whose IEPs currently designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate	10%

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	Continue to review students in determining who would be eligible to take other assessments rather than the alternate assessment.	02/27/2020

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

District Comments

The students who are taking the Mi-Access per their IEP are 11th graders. Next year these students will not take the alternate assessment. We project to be within the 1% next year



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

Member District: **Pembroke 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.

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

Data

Please indicate the 1% participation rate data:

Content Area	Spring 2017 Participation Rate	Spring 2018 Participation Rate	Spring 2019 Participation Rate	Change
English Language Arts	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: Westfield Charter Academy

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

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

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

Data

Please indicate the 1% participation rate data:

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



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

Member District: Ivywood Classical 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