

ISD Workshop and Work Session: 1% Cap Feedback to Member Districts

Instructions for Tier I Member Districts: General

- Review the information on the member district justification form and compare to the Tier I, II, and III strategies to determine what would be most helpful to each district in making instructional and assessment decisions.
- The following guiding questions and strategies are not meant to be an exhaustive list but are provided to support the process of looking at each member district's individually determined needs.

Instructions for Tier I Member Districts: Guiding Questions

- Is the data reported on the justification form correct?
 - Do the participation rates match the data provided to the ISD by MDE?
- Is the MI-Access participation rate higher or lower than 2018?
- Is the overall number of students taking MI-Access in each content area higher or lower than 2018?
- Was this district required to submit a plan to ISD and/or MDE last year (previously a Tier II or Tier III member district)?
 - Was the plan completed?
 - Was the outcome what was expected?
- Does the submitted district plan ensure all new staff are trained on state guidelines for participation?
- Does the submitted district plan ensure all returning staff will be updated and refreshed on the guidelines for participation?

Instructions for Tier I Member Districts: Strategies

- Consider if the member district has a detailed plan with outcomes, audiences, and timelines defined.
 - Tier I member districts are not required to submit plans to ISD, unless ISD deems it necessary.

- For member districts with overall low numbers of students tested affecting a higher MI-Access participation rate.
 - Recommend use of Interactive Decision-Making Tool for all students
- Review feedback for member district over the past two years.
 - Recommend changes to technical assistance and/or professional development when trends have not changed.
- Review projected spring 2020 test rate. Is this participation rate going in the right direction? This will help determine the breadth of needed TA.
 - For Tier I member districts that are over 1%, who are projecting a participation rate in 2020 of less than 1%, specialized TA may not be needed, flag to monitor after testing.
- Check to see how drastic the participation rate difference is between 2019 and projected 2020.
 - Provide feedback when a drastic difference does not make sense
 - Example of drastic changes that make sense: changes due to recent PD.
 - Examples of drastic changes that may not make sense: language that suggests administrative policy rather than IEP team decision.
- A special note: Projected participation rates for 2020
 - Given statewide testing is canceled for 2020, this projected rate remains a good tool to use in determine the extent to which TA may or may not be needed, especially for Tier I member districts.
- Review language of responses in the member district justification form
 - Respond to any language that would suggest a practice that is a departure from state guidelines.
 - Provide feedback regarding if justification does not seem reasonable based on ISDs knowledge of the member district.
- Interactive Decision-Making Tool
 - Determine if member districts are using this tool and to what extent
 - Note that it has been recently updated
- Online Assessment Selection Guidance Training
 - Determine if member districts are using this tool and to what extent
 - Note that it has been recently updated
- Students taking the FI level of the assessment
 - Audit cases of all students taking FI level of the assessment.

- Alignment between standards to which the student is taught and assessment
- Performance over time (“Surpassed” – are instructional targets set high enough)
- Respond to data that suggests placement practices.
 - For example, are there trends for all students in resource program or self-contained classrooms, rather than individual decisions.

Instructions for Tier II and Tier III Member Districts: Overview and General Instructions

- Tier II and III member districts should have a detailed plan that outlines how they are going to review their data and ensure all staff are properly trained.
- Tier II member districts should have their plan shared with and monitored by the ISD. MDE support and involvement is available upon ISD request.
- Tier III member districts should have their plan shared with the ISD and MDE. Monitoring by ISD and/or MDE with direct PD provision by ISD (MDE upon request by the ISD).
- Strategies for Tier I are also applicable to Tier II and Tier III designated member districts.
- These further strategies should be used to provide specific direction to member districts to ensure that students are being assessed appropriately and instructional targets are set with proper rigor.

Instructions for Tier II and III Member Districts: Strategies

“Data Dig” – search the secure site for students that took MI-Access during the last test session:

- Member districts should review the alignment between assessments chosen and the content expectations to which the student is being taught.
- Students that score “Exceeds the Standards”: pair with other data available (interim assessment if it exists, formative data that drives progress reports, other data), the IEP team should re-consider if the student’s instructional targets should be increased in complexity or changed altogether.
- Placement: compare participation rates to placement to ensure there is not an inadvertent practice of assigning assessment based on placement.
- Eligibility: while eligibility is not a factor to consider, check instructional targets for students taking the alternate assessment whose eligibility would not suggest a significant cognitive disability (SLI, EI, SLD)

- Graph students taking MI-Access by eligibility area as an illustration for staff to discuss trends that may look like a red flag.
- LRE as a flag: review student participation in MI-Access by content area and compare to student's participation in instruction that is aligned to general content expectations vs. alternate content expectations
 - Graph the students taking MI-Access by LRE designation to help the district examine trends across buildings or grade level bands (elementary vs. middle vs. high schools).
- Member districts which have been identified with disproportionate participation of a given sub-group
 - Apply similar strategies of the data dig to students in the identified sub-group compared with all students taking the alternate assessment to hypothesize a potential reason or to identify hidden issues (hidden bias, practices, etc.).
- Engage staff in an exploration of the general content standards vs. alternate content expectations and impact on instruction
 - How to target instruction
 - What content expectations a student **can** meet vs. expectations a student is likely to meet within a given time period. Participation is about ability, not time.
 - Discuss resources that teachers can use to align instruction to expectations.
 - Does your ISD have instructional resources that could be helpful for teachers of students with the most significant cognitive disabilities.
 - Include strategies, instructional resources, planning resources, etc.
 - What assistance exist outside the ISD that could be helpful, such as the [High Leverage Practices in Special Education](https://highleveragepractices.org/) (https://highleveragepractices.org/).

Special Consideration for Center-based Programs

Center-based programs run by a member district (including multi-district collaboratives).

- Justification form has a calculation to exclude students in the program **who are from outside the member district**.
 - Ensure this calculation is correct. Not all students from the center-based program should be excluded, **only** those from outside the member district.
- This adjusted rate does not excuse a member district from the 1% cap or the justification process, it just helps districts understand their data.
- Use the Tier I, II or III strategies overall as well as those strategies suggested for center-based programs run by ISD as appropriate.

Instructions for Tier II and III Member Districts: Submitting Plans

- Create a process for collecting detailed plans from member districts that are designated for Tier II or III supports.
- Develop a process for monitoring implementation of plans from member districts designated for Tier II and III supports.
- ISD should then forward Tier III plans to: DorsettA@michigan.gov.
- ISD requests for MDE involvement and support by sending an email to: DorsettA@michigan.gov
- ISDs will receive feedback from MDE 1% Cap team on Tier III plans.