



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

Virtual Presentation

Welcome and Agenda

- Background
- Next Steps
- Understanding the Tiers
- General Instructions and Guiding Questions
- Strategies for Tier I District Supports
- Strategies for Tier II and II District Supports
- Instructions for Districts Submitting Plans
- Disproportionality Related to Participation in MI-Access
- Opportunities for Q and A
- Contact Information

Background

- Past practice: MDE provided feedback to ISDs for all member districts.
- 2020 waiver: MDE to hold regional meetings to support the ISDs to provide feedback to each member district.
- Based on the global pandemic and subsequent school closures, MDE is providing this virtual session in lieu of face to face technical assistance sessions.

Important Reminder

- Students with significant cognitive disabilities, for the purpose of determining instructional targets and state assessment selection, have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.
- Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted, the individual is unlikely to develop the skills necessary to live independently and function safely in daily life.
- Students with significant cognitive disabilities are supported with an Individualized Education Program (IEP) and the instruction is based on Michigan's alternate content standards in English Language Arts (ELA), mathematics, science and/ or social studies.
- Significant cognitive disabilities impact students both in and out of the classroom and across multiple life domains, including academic domains.

Next Steps

- Provide feedback to all districts on their Justification Forms:
 - Guidance on support for districts identified as Tier I.
- Direct input and support for member districts who fall within Tier II and Tier III designations.
- These guiding questions and strategies help member districts make decisions about training and practices to ensure that all students are assessed in the most appropriate way, based the content standards to which the students are instructed.

Next Steps

- Goals:
 - Member districts to receive feedback in a timely manner.
 - Provide the opportunity to receive sustained technical assistance from the ISD.

Note: State assessments will not be given in the Spring of 2020, however, follow up is a continued requirement to prepare for IEP development and assessment selection for the 2020-2021 school year.

Three Tiers of Support

- For the purpose of the 1% cap on participation in MI-Access, MDE has defined three Tiers of support:
 - Tier I - Support for all member districts
 - Tier II – Participation rates that exceed 1.8% OR flagged for disproportionality in participation (subgroups)
 - Tier III – Top 3% of all participation rates in the state OR participation rates exceed 1.8% AND flagged for disproportionality in participation (subgroups)

Three Tiers of Support

Sort member district Justification Forms by Tier:

- Tier I – **Two groups:**
 - Member districts with participation rate 1.0% or less
 - **No action is required**
 - Member Districts with participation rates 1.1% to 1.8%
 - In depth review
- Tier II – In depth review
- Tier III – In depth review

Please use the provided data from MDE to sort districts by Tier.

**Please pause the session now
to sort member district
justification forms.**

Instructions for Review: General

- Review district justification form and align with 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 provided to provide support to the process of looking at each member district's individually determined needs.
- The ISD should determine how feedback will be provided to member districts:
 - Who
 - How (email, other method)
 - When

Instructions for Reviewing Tier I: Guiding Questions

- Is the data reported on the justification form correct?
 - Do participation rates match the data provided to the ISD by MDE?
- Is the MI-Access participation rate higher or lower than 2018?
- Is the number of students taking MI-Access higher or lower than 2018?

Instructions for Reviewing Tier I: Guiding Questions

- Was the 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?

Instructions for Reviewing Tier I: Guiding Questions

- 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 Reviewing Tier I: Strategies

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

Instructions for Reviewing Tier I: Strategies

- Review projected spring 2020 participation rate.
 - Is this participation rate going in the right direction?
 - 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.

Instructions for Reviewing Tier I: Strategies

Special Note: Projected 2020 rate

- Even though statewide testing is canceled for 2020, this projected rate remains a good tool to use to determine the extent to which TA may or may not be needed.

Instructions for Reviewing Tier I: Strategies

Review language in justification form, provide feedback for:

- language that would suggest a practice outside state guidelines.
- justification that does not seem reasonable based on ISDs knowledge of the member district.

Interactive Decision-Making Tool and Online Assessment Selection Guidance Training.

- Determine if member district is using this tool and to what extent.
- Note that it has been recently updated.

Instructions for Reviewing Tier I: Strategies

Students taking the MI-Access FI

- Audit cases of all students taking FI level of the assessment.
 - Alignment between standards for instruction and assessment
 - Performance over time (“Surpassed” – are instructional targets set high enough)
 - Respond to data that suggest placement practices.
 - For example, trends for all students in resource program or self-contained classrooms, rather than individual decisions.

Instructions for Reviewing Tier II and Tier III: Overview

- Tier II and III 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 districts should have their plan shared with and monitored by the ISD. MDE support and involvement is available upon ISD request.
- Tier III 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).

Instructions for Reviewing Tier II and III: General Instructions

- Strategies for Tier I are also applicable to Tier II and Tier III designated member districts.
- 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 Reviewing Tier II and III: Strategies

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

- Review alignment between assessments chosen and the content expectations that drive the student’s current instructional experience.
- Students scoring “Exceeds the Standards”: pair with other data and have the IEP team 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.

Instructions for Reviewing Tier II and III: Strategies

“Data Dig” – continued.

- Graph percentages of students taking MI-Access by eligibility area as an illustration for staff to discuss trends that may look like a red flag.
- Graph the percentages of students taking MI-Access by LRE designation to help the district examine trends across buildings or grade level bands.
- 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.

Instructions for Reviewing Tier II and III: Strategies

Exploration 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.
- Discuss resources that teachers can use to align instruction to expectations
 - ISD instructional resources that could be helpful for teachers of students with the most significant cognitive disabilities.
 - Include strategies, instructional resources, planning resources, etc.
 - Assistance from 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 ISD:

- Participation rates will be high or 100%.
- Adjusted rates will be 0%.
- Ensure staff are trained on selection guidance.
- Determine if there are “blanket” practices and re-train staff accordingly.
 - Watch for:
 - Practices that drive assessment decisions.
 - Practices where assessment drives placement.

Special Consideration for Center-based Programs

Center-based programs run by a member district:

- Calculation to exclude students in the program **who are from outside the member district.**
 - Ensure this calculation is correct. **Only** exclude students 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 same strategies as with other member districts.

Instructions for Tier II and III 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: [Antoinette Dorsett](mailto:DorsettA@michigan.gov), DorsettA@michigan.gov.
- ISD requests for MDE involvement and support by sending an email to: [Antoinette Dorsett](mailto:DorsettA@michigan.gov), DorsettA@michigan.gov
- ISDs will receive feedback from MDE 1% Cap team on Tier III plans.

Next Steps

- **If your ISD has a member district** that has been flagged for disproportionality for participation in MI-Access for one or more sub-groups – please continue the webinar to the next section.
- **If your ISD does *not* have member districts** flagged for disproportionality, please pause the session now or fast forward to the end of this presentation to begin your reviews and craft responses to member districts.

Disproportionality

1% Alternate Assessments Cap Vs. Disproportionality

1% Alternate Assessments Cap

- 1% Cap is about keeping the overall portion of students taking alternate assessments down
- Keeping rates manageable for those with the most need
- Create more opportunities for students with IEPs

Disproportionality

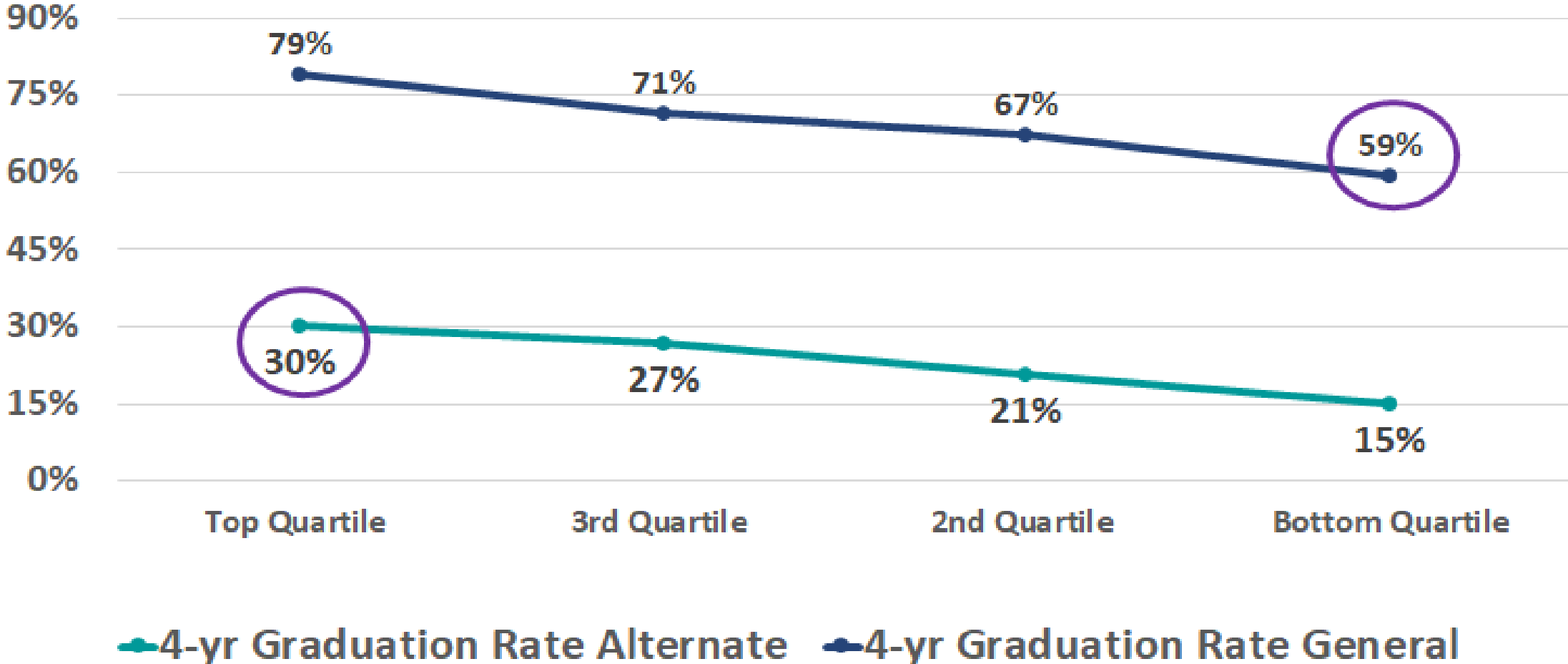
- Disproportionality is about making sure assignments to take alternate assessments are being made fairly
- Fairness for historically underserved students
- Ensuring equal opportunities for underserved students

Disproportionate Use of Alternate Assessment

Are the test assignment decisions being made fairly?

- Test assignments are consequential for students and their future
- Unintended factors often influence decisions (especially close-calls)
- Often lead to disproportionate administrative practices

Impact of 8th Grade Assessment Type and Curriculum Exposure for Students with IEPs



Disproportionate Use of Alternate Assessment

Are the test assignment decisions being made fairly?

- Test assignments are consequential for students and their future
- **Unintended factors often influence decisions (especially close-calls)**
 - Racial and ethnic minorities
 - Non-native English speakers
 - People growing up in poverty historically disadvantaged
 - And sometime based on gender
- Often lead to disproportionate administrative practices

Disproportionate Use of Alternate Assessment

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- Unintended factors often influence decisions (especially close-calls)
 - Racial and ethnic minorities
 - Non-native English speakers
 - People growing up in poverty historically disadvantaged
 - And sometime based on gender
- Often lead to disproportionate administrative practices like
 - Out of school suspensions
 - Assigning students to alternate assessments (alternate education)

Disproportionate Use of Alternate Assessment

- How to recognize when disproportionate use is occurring?
 - **Historically underserved groups and exponential experiences**

Factful Thinking: Exponential Experiences

When looking at populations, anytime you see an outcome double, triple, or more, you can be pretty sure something significant is happening.

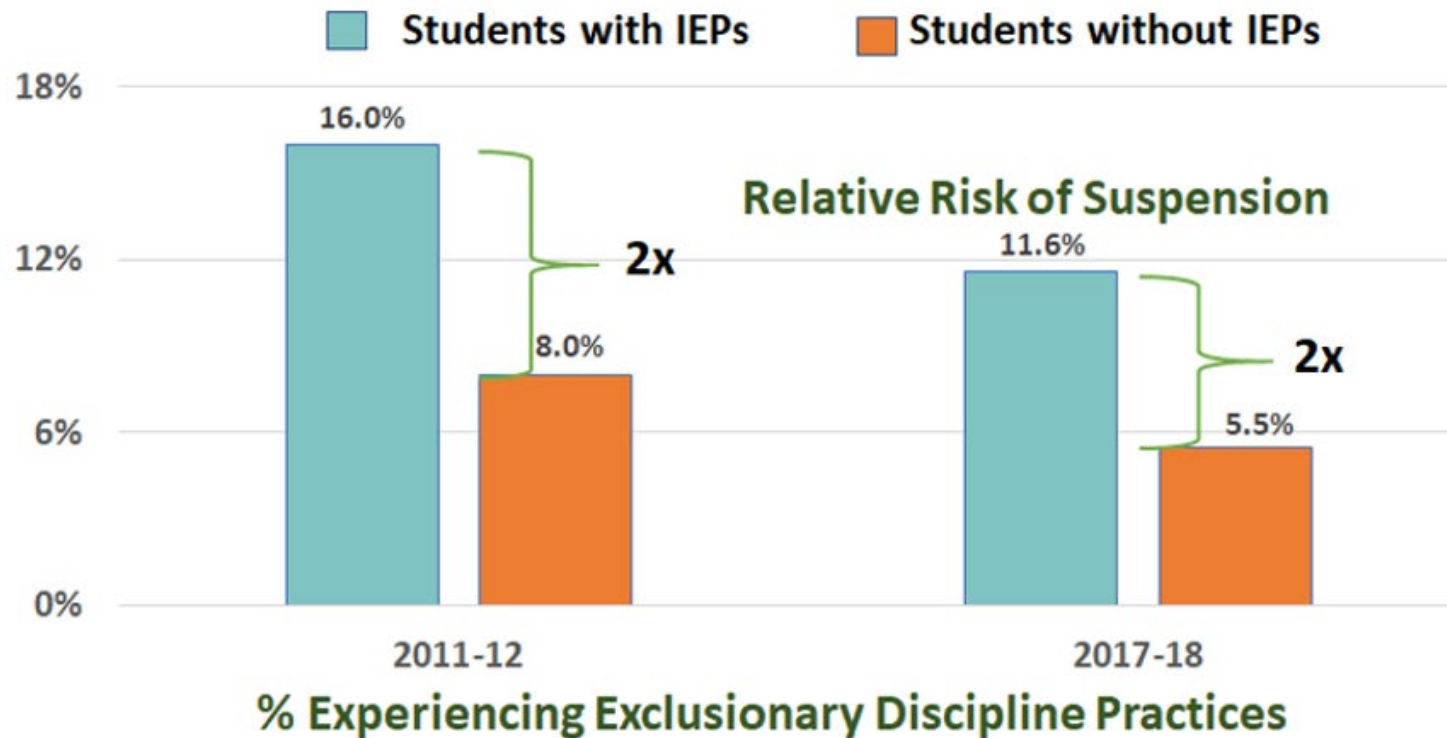
--Hans Rosling, Factfulness (2018)

International Health Researcher

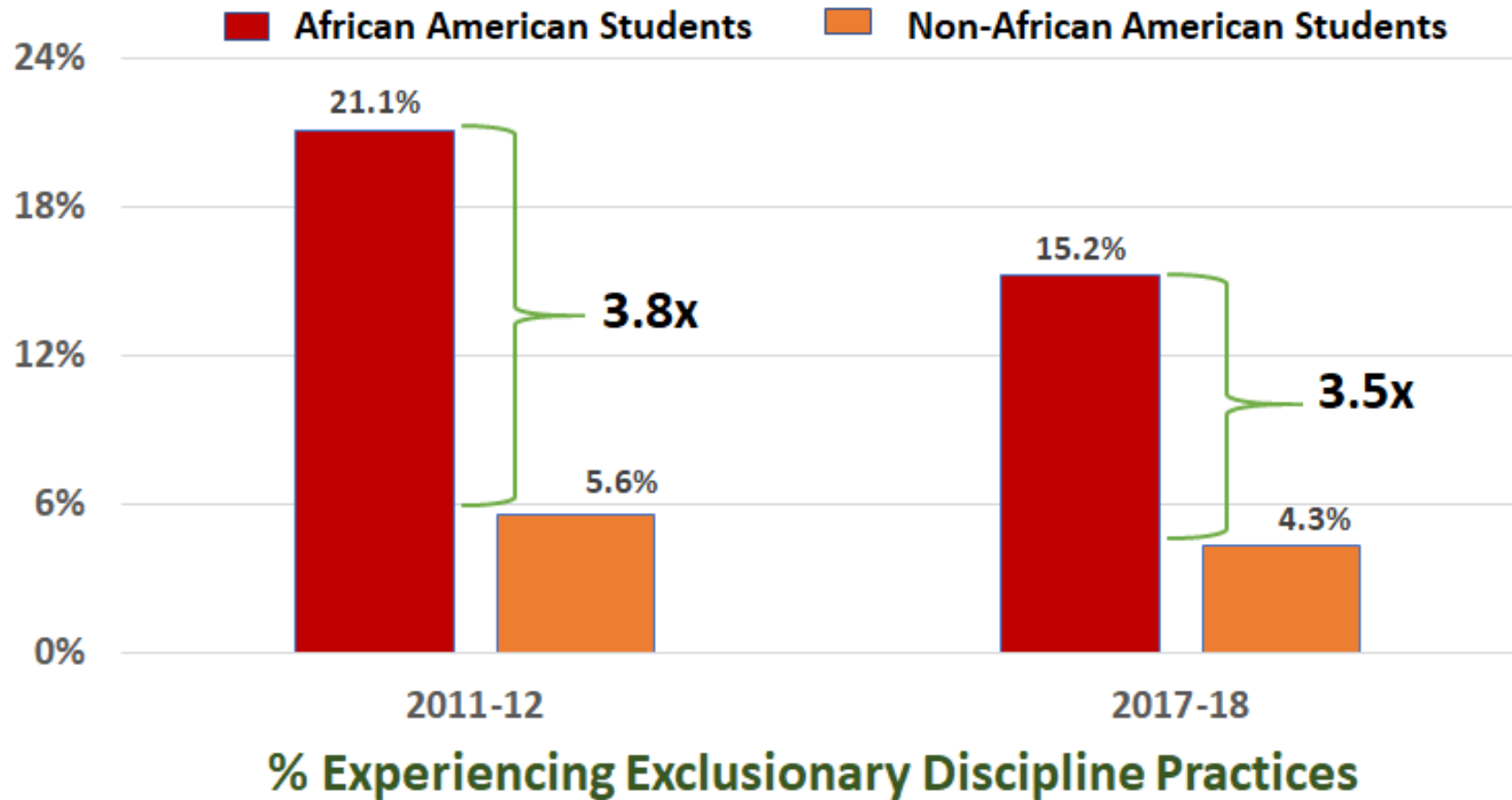
Consultant to the World Health Organization

“Is it Getting Better . . . Or Do You Feel the Same?”

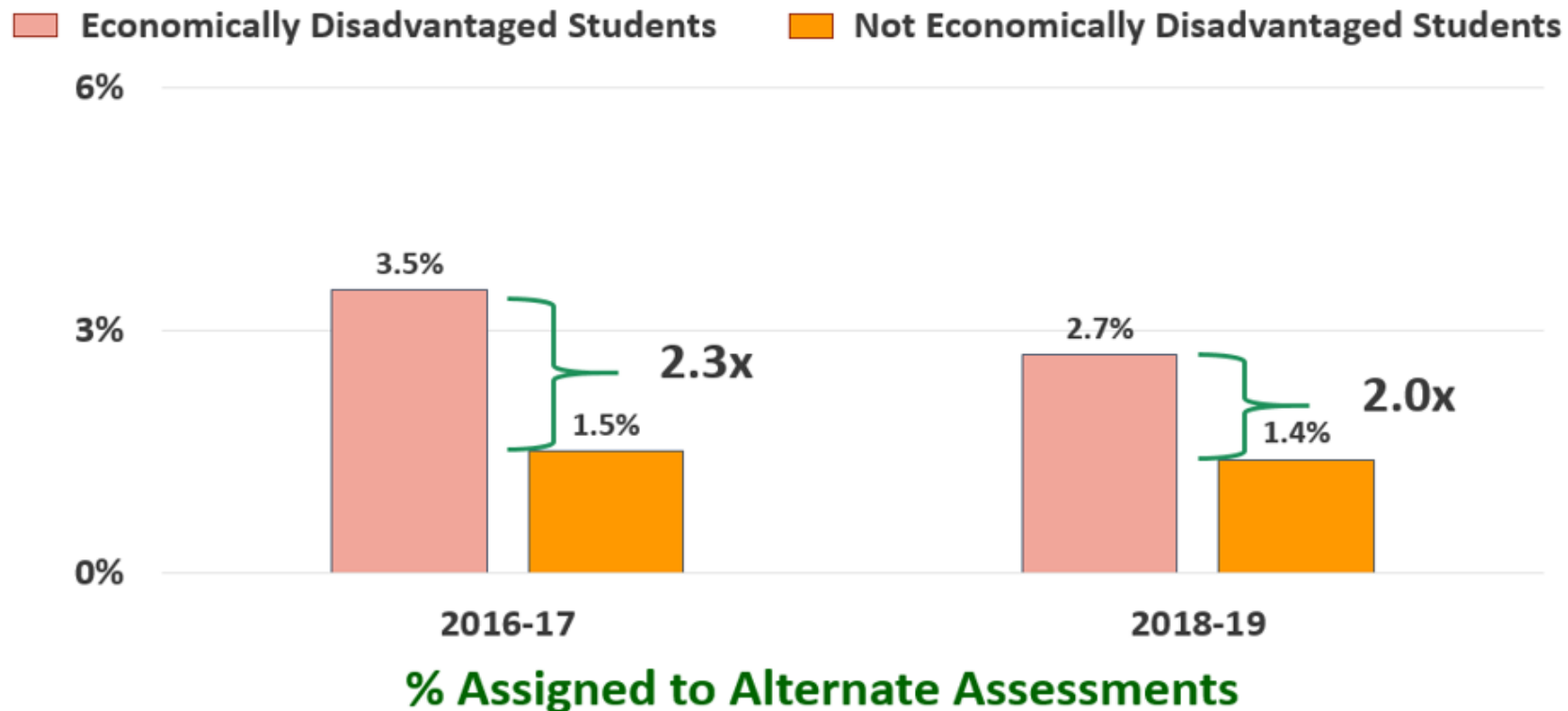
– *Bono, U2 One*



Exponentially Different Experiences



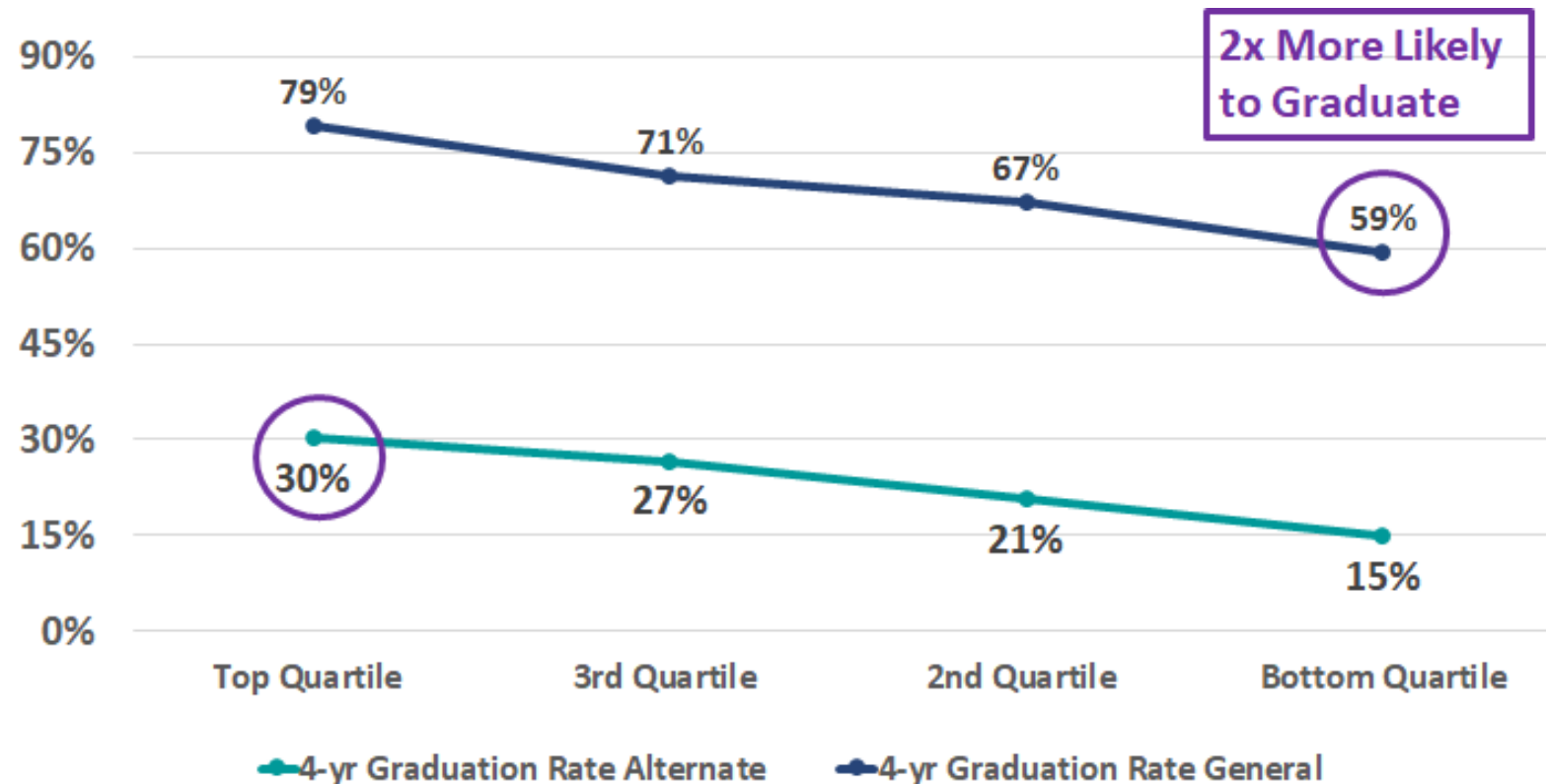
Exponentially Different Assessment and Curriculum Experiences



Disproportionate Use of Alternate Assessment

- How to recognize when disproportionate use is occurring?
 - Historically underserved groups and exponential experiences
 - **Districts & Disproportionality**
 - When a Sub-group of students are assigned to an alternate assessment
 - 2 & ½ X more often
 - 2 years in a row
 - Minimum Group Sizes
 - 10 students with IEPs in a sub-group
 - 30 students with IEPs total

Impact of 8th Grade Assessment Type and Curriculum Exposure for Students with IEPs



**You are now ready to complete
your reviews and craft
responses to member districts.**

Upcoming Q and A Opportunities

For additional Technical Assistance, contact a 1% team member via email or phone during these dedicated times.

- May 15, 2020 12:30 PM – 2:00 PM
- May 18, 2020 8:30 AM – 10:00 AM
- May 27, 2020 12:30 PM – 2:00 PM
- May 29, 2020 9:30 AM – 11:00 AM

Contact Us

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