

MI Statewide Assessment:



M-STEP,
MI-Access
and the 1% Cap

PASE
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Rebecca McIntyre
Assistant Director of Special Education
Kent ISD

ESEA Through the Years

Elementary and Secondary Education Act (ESEA)

1965

Initially focused on economically disadvantaged but has been reauthorized 13 times in order to expand the breadth of the programs in order to meet the educational needs of a growing and diverse nation and changing economy.

Omnibus Education Reconciliation Act of 1981

Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988

1980's

Consolidated the number of programs and placed greater emphasis on assessing student learning and holding states and school districts accountable for the performance of MOST students.

Improving America's Schools Act of 1994

1994

Emphasis on statewide standards and identifying schools that were failing to improve and required Title I participation in state assessments.

No Child Left Behind Act of 2001

2002

Expanded testing requirements in ELA and Math, required all schools to make AYP toward 100% proficiency, increased specificity on how states must intervene in schools failing to improve, required teachers to be "highly qualified" and mandated that schools be accountable for the achievement of ALL students.

Every Student Succeeds Act (ESSA)



- [Strengthened accountability for ALL students](#)
- Placed greater emphasis on instructional improvements by using systems to support high quality instruction and behavior management.

States, school districts and schools are held accountable according to 3 interwoven concepts

- Academic achievement and assessment
- Accountability ratings
- Interventions and supports

[Michigan's Consolidated State Plan Under ESSA](#) - November 2017

MI School Data: Parent Dashboard for School Transparency

ESSA: Academic Achievement and Assessment



- Academic standards adopted by states must be aligned with entrance requirements for credit bearing coursework in the institutions of higher education (IHE) system
- All students must be assessed on the same content standards with at least 3 levels of achievement
 - M-STEP Math, ELA, Science and Social Studies have 4
 - Advanced
 - Proficient
 - Partially Proficient
 - Not Proficient
- Students must be assessed in Math and ELA in grades 3-8 and 1 time in HS
- Assessed once in science in each grade span (Elementary, MS ,HS)
- Must adopt ELL proficiency standards
- ESSA requires all assessments to be developed using the principles of Universal Design for Learning (UDL)

ESSA: Alternate Assessment (MI-Access)



1% of students with the most significant cognitive disabilities can be assessed on an alternate assessment

- The alternate assessments must:
 - be aligned with content standards (Common Core and Essential Elements)
 - promote access to gen ed curriculum
 - be the highest possible standards achievable for students with most significant cognitive impairments
 - satisfy requirements under IDEA related to alternate assessments
 - be designed so that student is on track to pursue post-secondary education or employment

ESSA and the 1% CAP



- ESEA allowed for unlimited number of students to participate in an alternate assessment based on modified achievement standards but only 1% could be considered proficient
- ESSA: congress stated states may not test more than 1% of students on an alternate assessment.
 - IEP teams must follow state guidelines when determining if a student has or functions as if they have a significant cognitive impairment.
 - Which means they require extensive, direct and individualized instruction and substantial supports to achieve measurable gains.

MDE Assessment Selection Guidance: [Should My Student Take the Alternate Assessment](#)

Parent Notification



Before administering the AA a district must clearly inform the parents of how participation in the alternate assessment will potentially delay or affect their child meeting the requirements of a regular high school diploma.

- [Michigan's Alternate Assessment: What It Is...What It Means...What It Offers](#)

Parent should know that, with exception of grades 8 and 11, their child can take both the M-STEP and M-Access, if it is appropriate, but can only be assessed with one type of assessment per content area. The PSAT and SAT can never be split up.

Based on a student's instructional need, it would also be appropriate for the student to take more than 1 level of the MI-Access as long as the student tests on adjacent levels:

- M-STEP/MME and MI-Access FI
- MI-Access FI and MI-Access SI
- MI-Access SI and MI-Access P

1% Waiver

- *States are not permitted to set a cap on the 1%, as there are instances it is necessary for more than 1% to participate in the AA-AAS*
 - Districts exceeding 1% will be required to analyze their data and ensure that IEP teams are making appropriate selection of AA-AAS and must submit a written rationale as to why their data reflects more than 1%.
 - Buildings
 - Programs
 - Eligibility
 - Grade
 - Staff
 - Disproportionality
 - race/ethnicity
 - Economically disadvantaged
 - Gender
 - English language learners
- States are able to review justification forms and apply for a waiver for their state to exceed 1% which is subject to approval by the Secretary of Education's office in the US Dept of Education.

Data, Data Sources and Data Analysis

1. PowerSchool Special Education reports will show real time data to ensure SWDs will be participating in the appropriate state assessment or level of state assessment (**proactive approach**)
2. BAA Secure Site official tested roster will provide a list of students who participated in the alternate assessment and break those students down by demographic categories (**reactive approach**)
3. MDE provides district level quantitative data, for students who participated in the alternate assessment during the previous year's assessment window, to ISDs in November of each year, which is then disseminated to member districts for analysis (**reactive approach**)
4. MDE provides district rates of participation on the alternate assessment by demographic subgroups (**reactive approach**)

ISD Monitoring and MDE's Three Tier System of Support



- ISDs must establish a system of monitoring which will include monitoring for alternate assessment participation
 - As part of the monitoring system, corrective actions can be issued to individual districts which may include the completion of educational benefit reviews
- MDE's Three-Tier System of Support
 - Tier I: *for all districts over 1%*
 - communications for the trainings available
 - In person trainings on assessment selection by ISD or LEA
 - Resource development and dissemination (such as developing standards based IEPs based on alternate content standards)
 - Tier 2: *Districts exceeding 2% OR whose data indicates issues of disproportionality*
 - Same as Tier I AND ISD must develop a plan for supporting and submit to MDE
 - Tier 3: *Districts whose participation falls within the highest 3% of the state OR whose rates are over 2% the data indicates disproportionality*
 - Same as Tier I and Tier 2 AND the MDE and ISD will collaboratively develop an individual plan for support with timelines for implementation and outcome expectations.

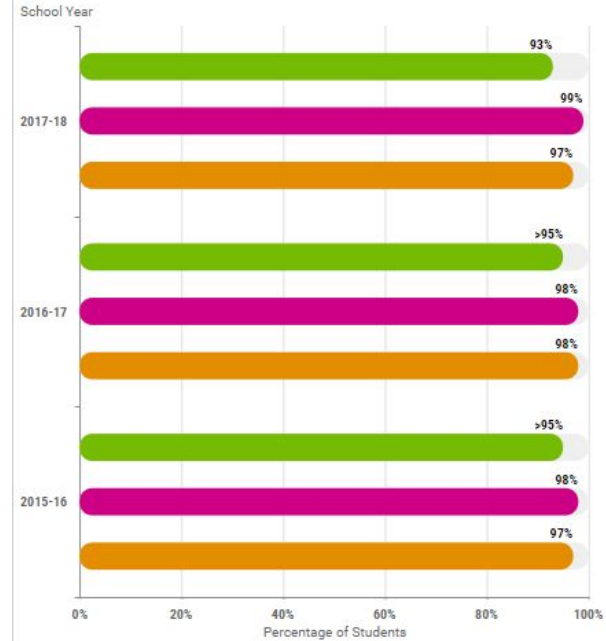
MI School Data Parent Dashboard for School Transparency

The Parent Dashboard was developed in response to the new ESSA requirements for accountability and is filled with important school-level information that parents and others say they want to know about Michigan public schools, including charter schools.

<https://www.mischooldata.org/>

Assessment Participation ?

The percent of students who were enrolled and took a state test. State tests included in this measure are the SAT, M-STEP, or MI-Access. Higher participation allows for a more complete picture of a school's performance on state tests.



Key:

- █ Kent City Elementary School
- █ Average of Similar Schools by Student Characteristics
- █ State of Michigan Average

Accommodations:

Classroom,

District Assessment,

And Statewide Assessments

Accommodations

Accommodations are what the student requires in order to progress in the general education curriculum and work toward the attainment of their goals and objectives, not what they would benefit from.

Accommodations should **level the playing field**, not give the student an unfair advantage.

- Peer to Peer Supports
- Creation and/or maintenance of positive behavior support plan
- Visual/ organizational supports
- Frequent breaks during testing
- Self-management system
- Additional adult support
- Tests read out loud
- Frequent breaks
- Directions clarified
- Extended time
- Scribe for writing assignments and tests

Assessment Accommodations

An IEP Team must identify the accommodations necessary for a student to participate in the statewide assessment.

MUST be the same type of accommodation that the student receives in the classroom.

- Adding accommodations that the student is not used to having could result in skewed results.
 - A student with low reading ability does not get tests read out loud in class, but the IEP team determined that the student will have the state assessment read out loud, could cause the student frustration and unnecessarily distract the student.
 - A student with a reading disability receives an accommodation for a calculator on the math portion of the state assessment, but then is not familiar with how to use the calculator could result in unnecessary errors and incorrect answers.

Just like classroom accommodations, districts must document the provision of assessment accommodations.

Who Determines?

- General education teachers identify and recommend accommodations the student will need in their content classes applicable to their classroom instruction, assessments, and environment.
- The special education teacher and/or related services providers may recommend additional accommodations required for the student to receive FAPE.

Documentation of Accommodations

- General education and special education staff must document the accommodation, date provided, and results of all accommodations provided.
- Teacher documentation of the provision of accommodations and modifications should be reviewed periodically
 - Data used to determine if accommodations continue to be required or if they can be adjusted or eliminated.
 - Data used to determine the need for additional accommodations
 - Data used in the determination of least restrictive environment