

Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2023-2024

ISD Name: Allegan Area Educational Service Agency

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 2023 using MI-Access.

Data

Below are the 1% Participation Rates for Allegan Area Educational Service Agency:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	6869	132	1.9
Mathematics	6866	129	1.9
Science	2991	65	2.2
Social Studies	2972	49	1.6

Data	Total
Number of member districts/PSAs including the ISD	11
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 2023 using MI-Access (in grades 3-8 and 11)	5

Technical Assistance and Professional Development

Tier I: In the winter of 2023, MDE provided feedback to each ISD, providing recommendations regarding technical assistance or professional development for their constituent districts. ISDs responded to this feedback in a variety of ways and carried out support to districts as appropriate. In the first table below, outline the general technical assistance or professional development provided to **all** districts regarding state assessment decisions or better targeting instruction. Specific or targeted technical assistance provided to a small groups of districts to address specific concerns should not be listed here, but rather in the next section (Tier II/III).

Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
12/12/2023	<p>All districts who exceed 1% are required to develop a justification plan. This was completed with support from the MDE and ISD Resources.</p> <p>Tier 1: 1.1% to 1.3% or basic disproportionality</p> <p>Tier 2: 1.4% to 2.6% or disproportionality with 1.1% to 1.3% overall</p> <p>Tier 3: 2.7% or more or disproportionality with 1.4% to 2.6% overall</p>
02/01/2024	<p>By February 2024, the IDEA General Supervision Systems Coordinator will provide in-person technical assistance to all of the member district special education teachers. This guidance will include the following:</p> <p>Professional Development for SE Teachers and providers: The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>SI Director and Special Education Teachers: Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint Presentation to review the new MDE guidance - 1% Student Record Review AAESA Standard Operating Procedures</p>
08/21/2023	<p>Throughout the year at IEP meetings with parents and students (as appropriate), Case Managers reviewed the "Should My Student Take an Alternate Assessment" flowchart to guide them in selecting the most appropriate assessment. Both the Alternate Assessment Flowchart and the Interactive Decision Making Tool are linked in our IEP system, PowerSchool Special Programs. A red guided message appears during the relevant sections of each IEP. Case Managers and District Designees who are facilitating IEPs review these documents as appropriate when considering an alternative assessment at the IEP team meeting.</p>
12/01/2023	<p>Creation of Standard Operating Procedures for Alternate Assessment created to include:</p> <p>Standard Operating Procedures: link to ESSR rule and LRE consideration, along with the following:</p> <ul style="list-style-type: none"> - Guidance for Determining if a student has a significant cognitive disability - Review of the MDE Should My Student Take the Alternate Assessment flowchart - Template for a Student Records Review (similar to the MDE spreadsheet)

Tier II/III: MDE's response to ISDs in 2023 (based on 2022 data) provided specific

recommendations for each LEA, based on their participation rate or other information provided on Justification Forms. Please outline targeted assistance provided (or planned) to member districts following MDE’s recommendation. Please include assistance provided that may have exceeded MDE recommendations.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Allegan Public Schools	01/10/2024	<p>By February 2024, the IDEA General Supervision Systems Coordinator will provide technical assistance to all of the member district special education teachers. This guidance will include the following:</p> <p>Professional Development for SE Teachers and providers: The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>SI Director and Special Education Teachers: Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures</p>
Otsego Public Schools	01/10/2024	<p>By February 2024, the IDEA General Supervision Systems Coordinator will provide technical assistance to all of the member district special education teachers. This guidance will include the following:</p> <p>Professional Development for SE Teachers and providers: The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>SI Director and Special Education Teachers: Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures</p>

Hopkins Public Schools	01/05/2024	<p>By February 2024, the IDEA General Supervision Systems Coordinator will provide technical assistance to all of the member district special education teachers. This guidance will include the following:</p> <p>Professional Development for SE Teachers and providers: The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>SI Director and Special Education Teachers: Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures</p>
Plainwell Community Schools	02/01/2024	<p>By February 2024, the IDEA General Supervision Systems Coordinator will provide technical assistance to all of the member district special education teachers. This guidance will include the following:</p> <p>Professional Development for SE Teachers and providers: The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>SI Director and Special Education Teachers: Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures</p>

Fennville Public Schools	01/05/2024	<p>By February 2024, the IDEA General Supervision Systems Coordinator will provide technical assistance to all of the member district special education teachers. This guidance will include the following:</p> <p>Professional Development for SE Teachers and providers: The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>SI Director and Special Education Teachers: Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures</p>
Martin Public Schools	12/13/2023	<p>By February 2024, the IDEA General Supervision Systems Coordinator will provide technical assistance to all of the member district special education teachers. This guidance will include the following:</p> <p>Professional Development for SE Teachers and providers: The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>SI Director and Special Education Teachers: Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures</p>
Otsego Public Schools	08/28/2023	21-22 Data Review: Completion of the Waiver verification activities, including conducting a case audit
Allegan Public Schools	08/28/2023	21-22 Data Review: Completion of the Waiver verification activities, including conducting a case audit
Martin Public Schools	08/28/2023	21-22 Data Review: Completion of the Waiver verification activities, including conducting a case audit

What resources or support does the ISD need from MDE to continue to provide targeted assistance or professional development to member districts on the topic of alternate assessment participation?

Allegan Area ESA appreciates the professional learning and supports which have been provided by MDE/OSE over the past several years. The more recent guidance has been additionally helpful.

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 2023-2024

Member District: Allegan Area Educational Service Agency

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 state.

Data

Below are the 1% Participation Rates for Allegan Area Educational Service Agency:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	33	24	72.7
Mathematics	33	24	72.7
Science	18	13	72.2
Social Studies	6	1	16.7

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

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

Yes No

Select the option that applies:

Fewer than 5 students took MI-Access. 5 or more students took MI-Access.

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

Yes No

Utilizing the Alternate Assessment data (page 1), complete the following table.

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	40
Total Number of students tested with MI-Access in grades 3-8 and 11.	23
Students from outside the district placed in district's regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	40
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	0%

Please describe other justification:

We are a center-based program and the majority of the students enrolled have significant cognitive disabilities. The team does utilize the MDE "Should my student take the alternate assessment" guidance in IEP team meetings when making assessment decisions.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	55.9%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	40
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	23
Projected Participation Rate for 2024	57.5%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Case Manager Teachers	Reviewed the "Should My Student take the Alternate Assessment" with staff at a staff meeting.	09/29/2023	Completed
SE Case Manager Teachers	Reviewed the AAESA Determining Whether the student has a significant cognitive Impairment	02/01/2024	Planned
SE Case Manager Teachers	Reviewing the: AAESA Standard Operating Procedures for Alternate Assessments AAESA Staff Training PowerPoint - 1% AAESA Student Record Review	02/01/2024	Planned

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 2023-2024

Member District: **Allegan 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 state.

Data

Below are the 1% Participation Rates for Allegan Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1041	19	1.8
Mathematics	1038	19	1.8
Science	443	9	2
Social Studies	442	8	1.8

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

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 the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Allegan Public Schools utilizes the "Should My Student Take the Alternate Assessment?" guidance document to determine the need for an alternate assessment via the IEP process. The school district operates a semi self-contained Level 2 program at the elementary, middle and high school levels. This program does utilize an alternate curriculum that focuses on the individual student goals and objectives, as well as the alternate essential element standards. District wide enrollment also saw a decrease in student population.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.8%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	981
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	13
Projected Participation Rate for 2024	1.3%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	<p>The ISD IDEA General Supervision System Coordinator will come and present MDE guidance documents and also our district data to the special education teachers and go through a case study to help guide our thinking with the new guidance and expectations.</p> <p>Training for Special Education Teachers by the IDEA General Supervision Systems Coordinator:</p> <ul style="list-style-type: none"> - 1% Standard Operating Procedures, Allegan Area ESA PowerPoint - Alternate Assessment Student Record Review - Determining Whether a Student has a Significant Cognitive Disability Consideration and Guidance Data Document - MDE Should My Student Take the Alternate Assessment 	01/10/2024	Planned
Special Education Teachers	<p>Continued Utilization of the MDE form at all IEP Meetings:</p> <ul style="list-style-type: none"> - Should my Student Take the Alternate Assessment 	12/12/2023	Completed

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 2023-2024

Member District: Fennville 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 state.

Data

Below are the 1% Participation Rates for Fennville Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	641	8	1.2
Mathematics	640	6	0.9
Science	288	3	1
Social Studies	284	2	0.7

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

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 the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Decisions were made by IEP teams using the the guidance of whether or not students should take the alternate assessment. Fennville does operate a Level 2 program which utilizes an alternate curriculum for some students. Some students receive core content instruction with the alternate curriculum due to high level needs. Fennville Public Schools makes IEP team decisions that are best for students and based on data. Additionally, we had a higher number of 11th graders receiving Level 2 programming last year who took the alternate assessment.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	655
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate for 2024	0.8%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Spec Ed Director and Staff	The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations	12/20/2023	Planned
Spec Ed Director and Staff	Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures	12/20/2023	Planned
All Spec Ed Certified Staff	Continued utilization of the IEP form at IEP meetings (Should my student take the alternate assessment?)	12/12/2023	Planned

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 2023-2024

Member District: Hopkins 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 state.

Data

Below are the 1% Participation Rates for Hopkins Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	779	7	0.9
Mathematics	780	7	0.9
Science	342	4	1.2
Social Studies	343	4	1.2

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

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 the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Hopkins Public Schools utilizes the MDE "Should my student take the alternate assessment" at all IEP meetings. At IEP meetings, teams are making data-based decisions that best meet the needs of the student. HPS operates a semi self-contained program that utilizes an alternate curriculum. The alternate curriculum focuses on student goals and objectives as well as the alternate essential element standards.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	0.9%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	755
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2024	0.4%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers/Director	<p>The ISD IDEA General Supervision Systems Coordinator will come and present MDE Guidance documents and also our district data to the special education teachers and go through a student level records review to help review current MI-Access participants to help guide thinking with the new guidance and expectations.</p> <p>Training for Special Education Teachers will include:</p> <ul style="list-style-type: none"> - 1% Standard Operating Procedures, AAESA PowerPoint - Alternate Assessment Student Record Review - Determining Whether a Student has a Significant Cognitive Disability - MDE Should my student take the alternate assessment 	02/01/2024	Planned
Special Education Staff	Continued Utilization of the MDE Should my student take the alternate assessment at all IEP meetings, when considering the alternate assessment	12/12/2023	Completed

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 2023-2024

Member District: Martin 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 state.

Data

Below are the 1% Participation Rates for Martin Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	322	7	2.2
Mathematics	323	7	2.2
Science	138	5	3.6
Social Studies	139	5	3.6

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

Contributing Factors

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

Yes No

Select the option that applies:

Fewer than 5 students took MI-Access. 5 or more students took MI-Access.

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

Yes No

Please describe other justification:

Martin Public Schools does not operate a center based or regional program to service students with special education needs. However, based on a review of the data, Martin did have an influx in the number of students testing in Spring 2023. Martin does utilize the Should my student take the alternate assessment guidance at all IEP meetings. Teams are making data-based decisions at IEP meeting in determining if a student should take the alternate assessment.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.1%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	318
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2024	0.9%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Training of Special Education teachers	<p>Presentation to teach the definition of "students with the most significant disabilities"</p> <p>The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>SI Director and Special Education Teachers: Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures</p>	12/13/2023	Planned
Training of special Education teachers	Alternate Assessment Student Record review	12/13/2023	Planned
Training of Special Education Teachers	Presentation on 'MDE document "Should my student take the Alternate Assessment"	12/13/2023	Planned

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 2023-2024

Member District: **Otsego 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 state.

Data

Below are the 1% Participation Rates for Otsego Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1227	39	3.2
Mathematics	1227	39	3.2
Science	528	20	3.8
Social Studies	527	18	3.4

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

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 the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Utilizing the Alternate Assessment data (page 1), complete the following table.

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	1220
Total Number of students tested with MI-Access in grades 3-8 and 11.	28
Students from outside the district placed in district's regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	6
Adjusted Total	1214
Adjusted Participation Number	22
Adjusted Rate	1.8%

Please describe other justification:

The Otsego District also has a significant number of students who receive education based on alternative content expectations that come to use via schools of choice. Out of the 22 adjusted participants who are Otsego Residents, 6 of those students are schools of choice from neighboring school districts. If you adjust that number you have 1208 total number of students and 16 students taking the MI ACCESS assessment which is 1.3%. Otsego Public Schools makes decisions that are best for students and based on data, and the IEP team utilize the "Should My Student take the Alternate Assessment".

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.5%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1220
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	22
Projected Participation Rate for 2024	1.8%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
PD for Level 2 teachers and staff providers	The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special ed teachers and go through a case study to help guide our thinking with the new guidance and expectations	01/10/2024	Planned
Director of Special education and Special Education Teachers	Training by the IDEA General Supervision Systems Coordinator on the following documents available to be used by IEP teams Determination whether a student has a significant cognitive disability Staff Training PowerPoint - 1% Student Record Review AAESA Standard Operating Procedures	01/10/2024	Planned

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 2023-2024

Member District: Plainwell 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 state.

Data

Below are the 1% Participation Rates for Plainwell Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1300	17	1.3
Mathematics	1300	16	1.2
Science	561	5	0.9
Social Studies	559	5	0.9

By checking this box, the user acknowledges the data in the above table can be verified against the district level data provided in the ISD level report.

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 the most significant cognitive disabilities (serving students from in and outside of the district within a region or ISD)?

Yes No

Please describe other justification:

Plainwell Schools makes IEP team decisions that are best for the student and based on data. The team utilizes the "Should My Student Take the Alternative Assessment" guidance to determine the need for an alternate assessment within the IEP process. The district operates a semi self-contained program, which utilizes an alternate curriculum. The alternate curriculum focuses on individual student goals and objectives and the alternate essential element standards.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.6%%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2024 projected participation rate.

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1328
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	17
Projected Participation Rate for 2024	1.3%

Local Plan

Member districts are expected to provide professional development and technical assistance to staff to ensure high expectations are being held for all students, including students with the most significant cognitive disabilities. This includes reviewing local data, IEPs, student outcomes, and ISD feedback as part of that process.

Did the district provide professional development to new and existing staff regarding the definition of "Students with the Most Significant Cognitive Disabilities"?

Yes No

Did the district use a formal process to review and record decisions made by IEP Teams regarding assessment selection?

Yes No

Did the district use outcomes data (current and past results from MI-Access, district level data, progress monitoring data, and other formative classroom data) for the purposes of targeting instruction for students who took and are designated to take MI-Access?

Yes No

Did the district receive feedback on the participation rate for students taking MI-Access with recommended action from the ISD as a result of the submitted justification forms last year (this may have come later in the spring)?

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	<p>The ISD IDEA General Supervision Systems Coordinator will come and present MDE guidance documents and also our district data to the special education teachers and go through a case study to help guide our thinking with the new guidance and expectations</p> <p>Training for Special Education Teachers by the IDEA General Supervision Systems Coordinator:</p> <ul style="list-style-type: none"> -1% Standard Operating Procedures, Allegan Area ESA PowerPoint -Alternate Assessment Student Record Review -Determining Whether a Student has a Significant Cognitive Disability Consideration and Guidance Data Document -MDE "Should My Student Take the Alternate Assessment" Flow Chart 	01/17/2024	Planned
Special Education Teachers	<p>Continued utilization of the MDE form at all IEP meetings:</p> <ul style="list-style-type: none"> - Should My Student Take the Alternate Assessment 	12/12/2023	Completed

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