

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

## ISD Name: Dickinson-Iron ISD

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 Dickinson-Iron ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
<b>English Language Arts</b>	2491	32	1.3
<b>Mathematics</b>	2493	32	1.3
<b>Science</b>	1049	15	1.4
<b>Social Studies</b>	1041	8	0.8

Data	Total
Number of member districts/PSAs including the ISD	7
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)	3

## 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
01/24/2023	DIISD SE Director shared the Assessment Selections Guidance training and discussed the definition of "students with the most significant cognitive disabilities," the Interactive Decision-making Tool, and the flowchart with all of our local district principals. I also asked them to share the written document containing this information and links to the above tool with all of their special education providers.
10/10/2023	SE Director again shared the Assessment Selections Guidance training and discussed the definition of "students with the most significant cognitive disabilities," the Interactive Decision-making Tool, and the flowchart- Should my student take the alternate assessment? with all of our local district principals. I also asked them to share the written document containing this information and links to the above tool with all of their special education providers. Also, she discussed the justification forms and the importance of being proactive with projections of anything over the allowed 1%.

**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
North Dickinson County Schools	12/05/2023	SE Director emailed all of the alternate assessment guidance documents and interactive decision making tool to the building administrator and SE providers. She also explained to them that the justification form for going over the 1% needs to be completed. She would be available to provide technical assistance in completing the form and using the guidance to ensure they follow it appropriately.
Iron Mountain Public Schools	12/05/2023	SE Director emailed all of the alternate assessment guidance documents and interactive decision making tool to the building administrator and SE providers. She also explained to them that the justification form for going over the 1% needs to be completed. She would be available to provide technical assistance in completing the form and using the guidance to ensure they follow it appropriately.

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?

*MDE should continue to share any updated guidance on the selection of alternate assessments for students with an IEP.*

## **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: Dickinson-Iron ISD

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 Dickinson-Iron ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	21	21	100
Mathematics	21	21	100
Science	7	7	100
Social Studies	NA	NA	NA

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).	21
Total Number of students tested with MI-Access in grades 3-8 and 11.	21
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).	21
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

Please describe other justification:

*The DIISD operates a special education program for our local school districts' moderate to severe cognitively impaired students. We determine the appropriate state assessment on an individual basis at each student's IEP meeting and use the MDE-OSE Alternate Assessment Decision-Making Guide and Interactice Tool. All students who attend the DIISD MoCI Program are residents within our two counties/ISD.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District’s Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	0.6%%

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	21
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	21
<b>Projected Participation Rate for 2024</b>	100%

## 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
ISD/Local District Administrators & SE Providers	Shared the Assessment Selections Guidance training and discussed the definition of "students with the most significant cognitive disabilities," the Interactive Decision-making Tool, and the flowchart with all of our local district principals. I also asked them to share the written document containing this information and links to the above tool with all of their special education providers.	01/24/2023	Completed
ISD/Local District Administrators & SE Providers	SE Director again shared the Assessment Selections Guidance training and discussed the definition of "students with the most significant cognitive disabilities," the Interactive Decision-making Tool, and the flowchart- Should my student take the alternate assessment? with all of our local district principals. I also asked them to share the written document containing this information and links to the above tool with all of their special education providers. Also, she discussed the justification forms and the importance of being proactive with projections of anything over the allowed 1%.	10/10/2023	Completed
DIISD SE Teachers and Therapists	The SE Director reminded the SE staff and SE Supervisor of the importance of using the tools provided by MDE-OSE when determining the appropriate state assessments for students with an IEP. The guidance and tools were shared with the staff to remind the local district IEP teams to reference the tools shared in determining the appropriate state assessments.	11/10/2023	Completed
ISD/Local District Administrators & SE Providers	The SE Director will share the data regarding the 1% cap for students taking the alternate assessments in our ISD. She will share the links to the guidance and tools for them to share with their special education staff.	01/23/2024	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: Iron Mountain 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 Iron Mountain Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	328	2	0.6
Mathematics	328	2	0.6
Science	154	2	1.3
Social Studies	154	2	1.3

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:

*That level of programming is offered in another district within the ISD.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	0.6%%

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	499
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
<b>Projected Participation Rate for 2024</b>	0.6%

## 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 Staff/Administration	SE Updates and Alternative Testing decisions	01/24/2023	Completed
Special Education Staff/Administration	SE Updates and Alternative Testing decisions	10/10/2023	Completed
Special Education Staff/Administration	Email follow up with updates about Alternative testing	12/05/2023	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: North Dickinson County 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 North Dickinson County Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	132	2	1.5
Mathematics	132	2	1.5
Science	65	2	3.1
Social Studies	65	2	3.1

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:

*We have 2 cognitively impaired students who took the Mi-Access test. These students are not a part of the Michigan Merit Curriculum and will be receiving a certificate of completion, not a diploma. They attend a life skills program outside of our district 3 hours daily to help get them ready for life after school.*

## 2024 Projected Participation Rate

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

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	130
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	0
<b>Projected Participation Rate for 2024</b>	0%

## 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	UP special education conference	10/13/2023	Completed
ISD/Local District Administrators & SE Providers	DIISD SE Director shared the Assessment Selections Guidance training. She discussed the definition of "students with the most significant cognitive disabilities," the Interactive Decision-making Tool, and the flowchart with all of the local district principals. This information was shared with special education teachers.	01/24/2023	Completed
ISD/Local District Administrators & SE Providers	SE Director again shared the Assessment Selections Guidance training. She discussed the definition of "students with the most significant cognitive disabilities," the Interactive Decision-making Tool, and the flowchart- Should my student take the alternate assessment? with all of our local district principals. I also asked them to share the written document containing this information and links to the above tool with all of their special education providers. Also, she discussed the justification forms and the importance of being proactive with projections of anything over the allowed 1%.	10/10/2023	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