



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

ISD Name: Gratiot-Isabella RESD

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 Gratiot-Isabella RESD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	6100	143	2.3
Mathematics	6094	140	2.3
Science	2617	53	2
Social Studies	2594	38	1.5

Data	Total
Number of member districts/PSAs including the ISD	12
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)	6

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
02/28/2023	Professional Development with RESD supervisors and local SE administrators guiding assessment selection. Training on the Alternate Assessment selection included the online training modules titled, "Assessment Selection Guidance Training", a review of the "Should My Student Take the Alternate Assessment" handout and the Online Interactive Decision Making Tool was introduced.

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
Ithaca Public Schools	04/24/2023	This activity was completed with teacher leaders in this district. A review of MDE's Alternate Assessment Guidelines and factors to consider when selecting the assessment was conducted. The team also completed an activity where they reviewed the data for each student who was taking the alternate assessment and developed a plan of action based on the conclusion.
Mt. Pleasant City School District	04/24/2023	This activity was completed with teacher leaders and SE administration in this district. A review of MDE's Alternate Assessment Guidelines and factors to consider when selecting the assessment was conducted. The team also completed an activity where they reviewed the data for each student who was taking the alternate assessment and developed a plan of action based on the conclusion.
Breckenridge Community Schools	04/24/2023	This activity was completed with teacher leaders and SE administration in this district. A review of MDE's Alternate Assessment Guidelines and factors to consider when selecting the assessment was conducted. The team also completed an activity where they reviewed the data for each student who was taking the alternate assessment and developed a plan of action based on the conclusion.
Shepherd Public Schools	04/24/2023	This activity was completed with teacher leaders and SE administration in this district. A review of MDE's Alternate Assessment Guidelines and factors to consider when selecting the assessment was conducted. The team also completed an activity where they reviewed the data for each student who was taking the alternate assessment and developed a plan of action based on the conclusion.
Ithaca Public Schools	05/08/2023	GI-RESA guided an EBR activity for the student indicated ISD comments provided by MDE

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?

Nothing at this time. The online tools have been helpful and we have seen the IEP teams use these to make decisions.

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: Gratiot-Isabella RESD

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 Gratiot-Isabella RESD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	84	72	85.7
Mathematics	80	68	85
Science	32	28	87.5
Social Studies	17	13	76.5

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).	82
Total Number of students tested with MI-Access in grades 3-8 and 11.	68
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	76
Adjusted Participation Number	62
Adjusted Rate	81.6%

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)	80.7%%

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	82
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	68
Projected Participation Rate for 2024	82.9%

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
Local SE Administration and service providers	MDE guidance	02/28/2023	Completed
SEI Teachers	Mi-Access vs. State Determined Assessments	10/25/2023	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: Alma 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 Alma Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	988	10	1
Mathematics	987	10	1
Science	421	5	1.2
Social Studies	421	5	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

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:

IEP Teams made individualized decisions regarding student alternative assessment through MI-Access by following "Should My Student Take the Alternate Assessment" MDE guidance as updated November 7, 2019.

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%%

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	1027
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate for 2024	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 Supervisor	Considerations from the "Should My Student Take the Alternate Assessment?" Guidance Document	04/24/2023	Completed
Special Education Staff	Alma Public Schools K-12 Special Education Staff Department Meeting: Considerations from the "Should My Student Take the Alternate Assessment?" Guidance Document	01/24/2024	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: Ithaca 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 Ithaca Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	552	14	2.5
Mathematics	552	14	2.5
Science	229	6	2.6
Social Studies	229	6	2.6

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

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:

Ithaca Public Schools exceeded the 1% threshold for the alternate assessments. There are several contributing factors to this overage. One being that Ithaca Public Schools offers a program for students with cognitive disabilities that other local districts do not. Therefore, students enroll in our program creating a higher-than-average prevalence of students with significant cognitive disabilities.

When determining the appropriate assessment for a student with an Individualized Education Plan, the team considers whether the disability or multiple disabilities significantly impacts the student across multiple life domains including adaptive functioning. In addition, the student's mode of instruction must be based on alternate content standards and the need for extensive instruction and supports. Due to the nature and severity of the disabilities and the student's inability to demonstrate learning and progress through standard assessments, alternate assessments aligned with alternate achievement standards are necessary to accurately measure academic growth and learning.

Furthermore, the guidance document and training provided by Gratiot-Isabella RESD on April 24, 2023 assisted in solidifying our process of determining the appropriate state 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)	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	554
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate for 2024	1.1%

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
Administration	In Person - Special Education Advisory Meeting - Alternate Assessment Data/1% Justification Tier 3 Training and Review	04/25/2023	Completed
Special Education Teachers/Caseload Providers and Administration	Electronic Correspondence - Michigan Guidelines for Alternate Assessments	04/26/2023	Completed
Secondary Special Education Teachers/Caseload Providers and Administration	In Person - Review of Alternate Assessment Data and Michigan Guidelines for Alternate Assessments	08/02/2023	Completed
Elementary Special Education Teachers/Caseload Providers and Administration	In Person - Review of Alternate Assessment Data and Michigan Guidelines for Alternate Assessments	08/24/2023	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: **Shepherd 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 Shepherd Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	913	24	2.6
Mathematics	914	24	2.6
Science	374	5	1.3
Social Studies	374	5	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

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:

Shepherd has a high number of school of choice students many of which are special education students. Our district also has a school nurse which draws students to our district and many of these are special education students.

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)	2.9%%

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	930
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate for 2024	0.5%

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
Special education teachers elementary	who should take mi-access, LRE, EdPlan updates	08/14/2023	Completed
Special education teachers secondary	who should take mi-access, LRE, EdPlan updates	08/16/2023	Completed
Administrators meeting	administrators using the "Who should take Mi-Access?" document while facilitating an IEP, utilizing the Mi-Access alert in PowerSchool, utilizing the notice page.	08/01/2023	Completed
Secretaries meeting	updating PowerSchool with MiAccess alert	06/07/2023	Completed
Special education coordinators	Analyzing data on Mi-Access participation and reviewing the "Should My Student Take the Alternate Assessment?"	04/24/2023	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