

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

## ISD Name: Kalamazoo RESA

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 Kalamazoo RESA:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
<b>English Language Arts</b>	16960	323	1.9
<b>Mathematics</b>	16990	316	1.9
<b>Science</b>	7049	167	2.4
<b>Social Studies</b>	6946	87	1.3

Data	Total
Number of member districts/PSAs including the ISD	15
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)	7

## 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
02/02/2023	State Assessment update to regional special education directors
03/16/2023	Review of the training being provided to local tier 2 and 3 districts along with guidelines and timelines for reporting student file reviews to the ISD.
02/07/2023	Train ISD Leadership on state alternate assessment procedures and expectations. PowerPoint was provided to staff to use with their provider teams to support their understanding of the criteria for students that qualify for the alternate assessment. Re-shared all MDE guidance and tools and reviewed how to use them.

**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
Paramount Charter Academy	01/25/2023	Met with Paramount leadership to review the cases of flagged students and to discuss a strategy for reviewing each case and schedule a time. Document was created and shared with the district to help them look at all the required areas to consider and submit to the ISD. Power Point was created and shared with the district to use in staff trainings at this time.
Paramount Charter Academy	03/23/2023	TA Meeting to further discuss the criteria of most significant disability. Resources were offered to the district to support their team in their review process.
Comstock Public Schools	03/09/2023	Met with Comstock leadership team to review the cases of flagged students and to discuss a strategy for reviewing each case with their Special Education providers. A document was created and shared with the district to help them look at all the required areas to consider and submit to the ISD. Power Point was created and shared with the district to use in staff trainings at this time.

Comstock Public Schools	03/20/2023	Met with staff that supervise special education providers to review state alternate assessment procedures and expectations. PowerPoint was provided to staff to use with their teams to support their understanding of the criteria of the most significant disability. Re-shared all MDE guidance and tools. Document was created and shared with the district to help them look at all the required areas to consider and then submit to the ISD.
Parchment School District	03/20/2023	Met with staff that supervise special education providers to review state alternate assessment procedures and expectations. PowerPoint was provided to staff to use with their teams to support their understanding of the criteria of the most significant disability. Re-shared all MDE guidance and tools. Document was created and shared with the district to help them look at all the required areas to consider and then submit to the ISD.
Gull Lake Community Schools	03/20/2023	Met with staff that supervise special education providers to review state alternate assessment procedures and expectations. PowerPoint was provided to staff to use with their teams to support their understanding of the criteria of the most significant disability. Re-shared all MDE guidance and tools. Document was created and shared with the district to help them look at all the required areas to consider and then submit to the ISD.
Kalamazoo Public Schools	03/20/2023	Training was offered for staff that supervise special education providers to review state alternate assessment procedures and expectations. PowerPoint was provided to staff to use with their teams to support their understanding of the criteria of the most significant disability. Re-shared all MDE guidance and tools. Document was created and shared with the district to help them look at all the required areas to consider and then submit to the ISD.
Kalamazoo Public Schools	07/11/2023	Reviewed the expectations regarding the submission of 1% information to the ISD. Re-shared the PowerPoint and the document to use when reviewing student files.

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?

*List of flagged students for the 2023-2024 school year assessment cycle.*

## 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: Kalamazoo RESA

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 Kalamazoo RESA:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	131	115	87.8
Mathematics	130	115	88.5
Science	72	64	88.9
Social Studies	11	4	36.4

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

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).	131
Total Number of students tested with MI-Access in grades 3-8 and 11.	115
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).	131
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

Please describe other justification:

*KRESA operates multiple center-based programs for the local districts and public school academies. When students enter KRESA center-based programs, full consideration is given to if this is a student with the most significant cognitive disability and if the alternate assessment is appropriate for this student. It is reviewed annually at each IEP.*

## 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>	99.4%%

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	162
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	101
<b>Projected Participation Rate for 2024</b>	62.3%

## 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
KRESA Special Education Leaders	Sharing of State Assessment findings during IEP Development and Review training. Training included the state assessment section. Google Slides provided with link to shared google drive including state assessment guidance documents and access to the online state assessment determination site.	08/14/2023	Completed
KSIS Staff Training	IEP Development and Review process including the state assessment section. Google Slides provided with link to shared google drive including state assessment guidance documents and access to the online state assessment determination site.	09/27/2023	Completed
WELC Staff Training	IEP Development and Review process including the state assessment section. Google Slides provided with link to shared google drive including state assessment guidance documents and access to the online state assessment determination site.	09/12/2023	Completed
VC Staff Training	IEP Development and Review process including the state assessment section. Google Slides provided with link to shared google drive including state assessment guidance documents and access to the online state assessment determination site.	08/24/2023	Completed
JHS Staff Training	IEP Development and Review process including the state assessment section. Google Slides provided with link to shared google drive including state assessment guidance documents and access to the online state assessment determination site.	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: Climax-Scotts 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 Climax-Scotts Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	290	2	0.7
Mathematics	290	2	0.7
Science	123	2	1.6
Social Studies	123	2	1.6

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:

*Given that Climax-Scotts has a small number of students assessed with the state assessment 1 student can tip our percentage over the 1% mark.*

## 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>	0.7%%

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	364
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
Case Managers	Training using MDE tools about how to review students prior testing scores and use the MDE flow chart to make the decision about alternate assessments.	08/22/2023	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: Comstock 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 Comstock Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	761	22	2.9
Mathematics	760	20	2.6
Science	303	12	4
Social Studies	299	9	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:

*Although our numbers of students assessed are significantly higher than the 1%, we have a high number of students that receive programming within our intensive resource rooms. We have a high population of students that receive intensive services and support.*

## 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>	2.2%%

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	959
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	20
<b>Projected Participation Rate for 2024</b>	2.1%

## 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
Special Education Teams	Student Assessments	02/28/2024	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



Please detail the need for additional resources and technical assistance.

*Comstock received training on 3/9/23 and 3/20/23 from KRESA.*

## **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: Forest Academy

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 Forest Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	33	1	3
Mathematics	33	1	3
Science	8	0	0
Social Studies	8	0	0

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.

# Member District Exceeding 1% Cap Justification Form FY 2023-2024

## Member District: **Gull Lake 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 Gull Lake Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
<b>English Language Arts</b>	1566	15	1
<b>Mathematics</b>	1565	15	1
<b>Science</b>	637	8	1.3
<b>Social Studies</b>	634	7	1.1

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

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:

*Gull Lake district was only over on the social studies and science assessment where there are fewer students assessed. The district continues to review the student assessment options at every IEP meeting to determine what the student requires.*

## 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>	0.8%%

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	1590
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	14
<b>Projected Participation Rate for 2024</b>	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
Case manager	Review MDE alternative assessment training video and flow chart. Training on how to have conversations at IEP meetings around alternative assessments.	01/17/2024	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: Kalamazoo 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 Kalamazoo Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	6243	84	1.3
Mathematics	6278	80	1.3
Science	2535	40	1.6
Social Studies	2512	27	1.1

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

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:

*The district has 5 self-contained ASD classrooms, elementary, middle and high school. There are 1771 student who have IEP's and on the continuum of support. The district also has had an increase in transfer students with IEP's that have been identified as appropriate for MI-Access.*

## 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>	1.4%%

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	6316
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	74
<b>Projected Participation Rate for 2024</b>	1.2%



## 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
All special education staff	October 3, 2023 SE Blast (attached) Shared with all district SE staff the Clarification on Guidelines for Participation in MI-Access and Should My Student Take the Alternate Assessment.	10/03/2023	Completed
School Psychologists	October 12, 2023 School Psychologist Team Meeting Provided and reviewed: MDE Clarification on Guidelines for Participation in MI-Access KRESA Alternate State Assessments March 2023.pptx Introduced KPS 1% Waiver Verification Information Activity	10/12/2023	Completed
All special education staff	October 17, 2023 SE Blast (attached) Shared with all district SE staff a reminder on the Clarification on Guidelines for Participation in MI-Access, as well as direct links to the Should My Student Take the Alternate Assessment and with note that alternate instruction is based on Essential Elements.	10/17/2023	Completed
School Psychologists	December 8, 2023 School Psychologist Team Meeting Provided and reviewed Family Matters: Finishing High School: Certificate of Completion vs. Diploma as a resource to support the district's obligation to provide parents with information regarding the implications of alternate assessment and instruction when being considered by an IEP Team. Completed the KPS 1% Waiver Verification Information Activity to study a sample of KPS students that have previously been identified to take MI-Access	12/08/2023	Completed
All special education staff	May 2024 - All staff meeting - Review of MI-Access	05/08/2024	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: **Paramount Charter Academy**

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 Paramount Charter Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
<b>English Language Arts</b>	181	4	2.2
<b>Mathematics</b>	181	4	2.2
<b>Science</b>	51	2	3.9
<b>Social Studies</b>	51	2	3.9

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

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:

*The district continues to utilize the process of 'Should my student take the Alternative Assessment' flow chart and conversation too when determining Alternate Assessment.*

## 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>	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	206
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>	1.5%

## 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
SE Team	Complete MDE Assessment Selection Training and Process Notices and Wonderings in Team PLC	01/19/2023	Completed
SE Case Mgr	Training on Student Specific Data Review for Consideration of Alternate Curriculum and MDE's Flowchart and Resources	01/31/2024	Planned
SE Team	Complete MDE Assessment Selection Training and Process Notices and Wonderings in Team PLC	02/21/2024	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: Parchment School District

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 Parchment School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	780	19	2.4
Mathematics	780	20	2.6
Science	325	10	3.1
Social Studies	324	10	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

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:

*Parchment has a high number of students who are in the local receiving services that require alternative assessments.*

## 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>	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	854
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	19
<b>Projected Participation Rate for 2024</b>	2.2%

## 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	Review MI-Access data with KRESA and talk about each individual student	04/21/2023	Completed
SPED Department	At our monthly SPED department meeting I reviewed the Alt Testing Flowchart with the group	02/28/2023	Completed
SPED Department	Review with the group how to review past data and include it in each IEP as well as use the Alt Testing Flowchart	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

Please detail the need for additional resources and technical assistance.

*I think that it could be good to have KRESA come and speak on this topic with staff.*

## 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: Portage 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 Portage Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	4530	48	1.1
Mathematics	4531	46	1
Science	1952	21	1.1
Social Studies	1951	20	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

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:

*The files of each of the students who completed an alternate assessment have been reviewed. The IEPs of those who were determined to be a candidate for MSTEP have been amended. Others were determined to be appropriately assigned. The district will continue to educate their staff on selecting appropriate assessments for their students using the flow chart developed by Michigan Department of Education and guidance provided by Kalamazoo Regional Educational Service Agency.*

## 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>	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	5952
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	47
<b>Projected Participation Rate for 2024</b>	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
All special education teachers and staff	Discussed 1% cap, definition of "Students with the Most Significant Cognitive Disabilities", and the process by which IEP teams can discuss and review assessment selection.	08/24/2023	Completed
School Psychologists and speech language pathologists	Will review 1% cap, definition of "Students with the Most Significant Cognitive Disabilities", and the process by which IEP teams can discuss and review assessment selection.	02/02/2024	Planned

## Disproportionality

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

### Economically Disadvantaged Status

Subject	Plan
English Language Arts	IEPs for which MiAccess have been selected will be reviewed and the assessment choice will be confirmed.
Math	IEPs for which MiAccess have been selected will be reviewed and the assessment choice will be confirmed.

## 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: Schoolcraft 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 Schoolcraft Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	558	7	1.3
Mathematics	557	7	1.3
Science	248	4	1.6
Social Studies	244	4	1.6

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:

*All student files and IEPs have been reviewed for students who participated in an alternative assessment. Of the students who participated in the alternative assessment in Spring 2023, all were determined to have a significant cognitive disability and are working toward alternate content standards. The district will continue to educate our staff on selecting appropriate assessments for their students using the flow chart developed by Michigan Department of Education and guidance provided by Kalamazoo Regional Educational Service Agency.*

## 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>	%

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	588
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
<b>Projected Participation Rate for 2024</b>	0.7%

## 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 Educators (K-12)	Michigan's Alternate Content Expectations/Essential Elements & Alternative Assessment Decision-Making	12/15/2023	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