

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

ISD Name: Kent 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 Kent ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	51070	833	1.6
Mathematics	51157	823	1.6
Science	21614	346	1.6
Social Studies	21441	189	0.9

Data	Total
Number of member districts/PSAs including the ISD	44
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)	20

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
03/29/2024	Annual Data Dive with all member districts to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup
03/29/2024	Ongoing - the Should My Student Take the Alternate Assessment flowchart is linked in MiPSE and available to all MiPSE users on the statewide assessment page of the IEP, as well as in the resources links in the help section of MiPSE.

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
Grand Rapids Public Schools	03/23/2023	Alternate assessment data review for flagged students based on PES, FTE, eligibility and other incongruency data provided by Jerry Cullum. Reviewed definitions of students with most severe cognitive impairments, and directors followed up to review and, if warranted, change statewide assessment to the general assessment.
Byron Center Public Schools	03/23/2023	Alternate assessment data review for flagged students based on PES, FTE, eligibility and other incongruency data provided by Jerry Cullum. Reviewed definitions of students with most severe cognitive impairments, and directors followed up to review and, if warranted, change statewide assessment to the general assessment. Meet with special education teams/department to review Alternate Assessment Data, assessment selection guidance, and local practices. Review subgroup data to ensure alternate assessment decisions are being made fairly.
Thornapple Kellogg School District	03/23/2023	Alternate assessment data review for flagged students based on PES, FTE, eligibility and other incongruency data provided by Jerry Cullum. Reviewed definitions of students with most severe cognitive impairments, and directors followed up to review and, if warranted, change statewide assessment to the general assessment.

Kenowa Hills Public Schools	03/23/2023	Alternate assessment data review for flagged students based on PES, FTE, eligibility and other incongruency data provided by Jerry Cullum. Reviewed definitions of students with most severe cognitive impairments, and directors followed up to review and, if warranted, change statewide assessment to the general assessment.
Godfrey-Lee Public Schools	03/23/2023	Alternate assessment data review for flagged students based on PES, FTE, eligibility and other incongruency data provided by Jerry Cullum. Reviewed definitions of students with most severe cognitive impairments, and directors followed up to review and, if warranted, change statewide assessment to the general assessment.
Cedar Springs Public Schools	03/23/2023	Alternate assessment data review for flagged students based on PES, FTE, eligibility and other incongruency data provided by Jerry Cullum. Reviewed definitions of students with most severe cognitive impairments, and directors followed up to review and, if warranted, change statewide assessment to the general assessment.
Sparta Area Schools	03/23/2023	Alternate assessment data review for flagged students based on PES, FTE, eligibility and other incongruency data provided by Jerry Cullum. Reviewed definitions of students with most severe cognitive impairments, and directors followed up to review and, if warranted, change statewide assessment to the general assessment.
Kentwood Public Schools	03/23/2023	Alternate assessment data review for flagged students based on PES, FTE, eligibility and other incongruency data provided by Jerry Cullum. Reviewed definitions of students with most severe cognitive impairments, and directors followed up to review and, if warranted, change statewide assessment to the general assessment.
Wyoming Public Schools	03/29/2024	Meet with special education teams/departments to review Alternate Assessment Data, assessment selection guidance, and local practices. Review subgroup data to ensure alternate assessment decisions are being made fairly.
Grandville Public Schools	03/29/2024	Meet with special education teams/departments to review Alternate Assessment Data, assessment selection guidance, and local practices. Review subgroup data to ensure alternate assessment decisions are being made fairly.
Rockford Public Schools	03/29/2024	Meet with special education teams/departments to review Alternate Assessment Data, assessment selection guidance, and local practices. Review subgroup data to ensure alternate assessment decisions are being made fairly.

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?

None. We utilize, and have built links into MiPSE for all special education staff to access, the Should My Student Take The Alternate Assessment flowchart. In addition, we provide MDE guidance for alternate assessment selection, as well as specific reports in MiPSE so that local directors can see who from their district is scheduled to take the alternate assessment to promote ongoing monitoring.

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: Kent 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 Kent ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	139	90	64.7
Mathematics	138	90	65.2
Science	63	38	60.3
Social Studies	28	3	10.7

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☒ Yes ☐ No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	139
Total Number of students tested with MI-Access in grades 3-8 and 11.	90
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).	139
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	0%

Please describe other justification:

Kent ISD operates a Center Program for students with severe multiple impairments, severe cognitive impairments, and severe autism who account for 98% of students taking alternative assessments. The other students are in our severe emotional impairment program who also have low cognitive functioning.

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)	68.8%%

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	145
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	95
Projected Participation Rate for 2024	65.5%

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 Director	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/29/2024	Planned
All Center Program Staff	Our professional development plan includes 2 days of IEP trainings. In those trainings we present staff the law, rules and regulations along with the MDE guidance document on who should take alternative assessments.	03/29/2024	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: **Byron Center 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 Byron Center Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2345	41	1.7
Mathematics	2353	41	1.7
Science	1003	18	1.8
Social Studies	989	4	0.4

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	2345
Total Number of students tested with MI-Access in grades 3-8 and 11.	41
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).	23
Adjusted Total	2322
Adjusted Participation Number	18
Adjusted Rate	0.8%

Please describe other justification:

The local district operates a regional program for students with significant cognitive impairments. When non-resident students are taken out of the local's totals, we are under the 1% (.8%). See above.

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	2434
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	37
Projected Participation Rate for 2024	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
Special Education Director	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/31/2024	Planned
Special Education Providers (Regional Program)	Meet with special education teams to review Alternative Assessment data (by subgroups, Free & Reduced, Hispanic) to ensure assessment selection are being made fairly	04/30/2024	Planned
Administrative Team	Provide Admin Team with reminders on who qualifies for the MI-Access and the requirements to take the Access. Give them a copy of Michigan Gov. Document entitled "MI-Access Who Takes the Assessment."	04/30/2024	Planned
Teachers	Provide teachers with a reminder to verify IEP information and ensure IEP testing information supports the selected test. Including the document, "Should My Student Take the Alternative Assessment."	03/01/2024	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	Data Dive w/ ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement and subgroup.
Math	Data Dive w/ ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement and subgroup.

☒ **English Language Learner Status**

Subject	Plan
English Language Arts	Data Dive w/ ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement and subgroup.
Math	Data Dive w/ ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement and subgroup.

☒ **Hispanic**

Subject	Plan
English Language Arts	Data Dive w/ ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement and subgroup.
Math	Data Dive w/ ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement and subgroup.

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: Caledonia 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 Caledonia Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2350	25	1.1
Mathematics	2349	24	1
Science	1007	7	0.7
Social Studies	1001	4	0.4

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

The district does not operate a center-based program or serve students from outside of the district in grade levels participating in the statewide assessment system.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2492
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	39
Projected Participation Rate for 2024	1.6%

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
District Special Education Providers	Updates and Reminders: IEP Document includes new prompt in State Assessment section to ensure team has necessary data to consider intellectual functioning, adaptive behavior, and instructional alignment to consider appropriateness of an alternate assessment (slides #26 and 27); also includes links to Kent ISD IEP Guidance and Compliance Manual [In person training]	08/18/2023	Completed

District Special Education Providers, Building Principals	Special Education News (weekly newsletter) 8/18/23 included links to Power Point Slides used during the in-person training on August 18. [Emailed communication]	08/18/2023	Completed
District Administration, Building Principals	Leadership Meeting 10/4/23 - Agenda included review of August 31 MDE 1% Clarification memo; review of "Should My Student Take the Alternate Assessment" guidance document; awareness of new prompt in State Assessment section of the IEP form to ensure team has necessary data to consider intellectual functioning, adaptive behavior, and instructional alignment to consider appropriateness of an alternate assessment [In person training]	10/04/2023	Completed
District Special Education Providers	Special Education News (weekly newsletter) - 10/9/23 included Critical Information about MI-ACCESS with link to and excerpts from the August 31 MDE 1% Clarification memo regarding the statewide alternate assessment system - particularly clarification that "MI-Access is not designed for students with mild or moderate disabilities, and students taking MI-Access must meet all criteria of Michigan's definition of students with the most significant cognitive disabilities." The newsletter also included a link to "Should My Student Take the Alternate Assessment" guidance document. [Emailed communication]	10/09/2023	Completed
District Special Education Providers	District Special Education Department Google Site contains resources for decision-making relative to the statewide alternate assessment system (e.g. "Should My Student Take the Alternate Assessment" guidance document, Kent ISD IEP Guidance and Compliance Manual, etc.) [Online resource]	01/01/2023	Completed
Director/Assistant Director of Special Programs and Identified Case Managers	Using report of students identified to take alternate assessment, Director/Assistant Director will meet with case managers to request evidence of data used by IEP team to consider intellectual functioning, adaptive behavior, and instructional alignment when determining the appropriateness of an alternate assessment [In person meetings]	01/10/2024	Planned

Director/Assistant Director of Special Programs and Identified Case Managers	Using information collected during individual meetings, a. develop formal decision-making process with required documentation of evidence used by IEP team, and b. develop staff training for process implementation.	01/12/2024	Planned
District Special Education Providers	Professional Development 1/15/24 - Agenda to include training on new formal decision-making process (with required documentation of evidence used by IEP team). [In person]	01/15/2024	Planned
District Administration, Building Principals	Leadership Meeting 1/10/24 - Agenda to include introduction of new formal decision-making process (with required documentation of evidence used by IEP team). [In person]	01/10/2024	Planned
Director/Assistant Director of Special Programs and Identified Case Managers	Director/Assistant Director offer coaching for IEP teams relative to new decision-making process. [In person or Virtual meetings, on-going]	01/16/2024	Planned
Director/Assistant Director of Special Programs and Identified Case Managers	Using report of students identified to take alternate assessment, Director/Assistant Director will meet with and/or provide coaching to case managers (random/as needed) to review evidence of data used by IEP team to consider intellectual functioning, adaptive behavior, and instructional alignment when determining the appropriateness of an alternate assessment [In person or Virtual meetings, on-going]	02/12/2024	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: Cedar Springs 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 Cedar Springs Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1618	29	1.8
Mathematics	1616	29	1.8
Science	748	16	2.1
Social Studies	746	11	1.5

☒ 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

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).	1560
Total Number of students tested with MI-Access in grades 3-8 and 11.	25
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).	7
Adjusted Total	1553
Adjusted Participation Number	18
Adjusted Rate	1.2%

Please describe other justification:

Technical assistance will be provided by Kent ISD GSM team.

Cedar Springs operates 7 regional programs which include students from across the 7 most northern districts in Kent County who need ASD or MICI programming.

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	1560
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	25
Projected Participation Rate for 2024	1.6%

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
Assistant Superintendent of Student Services	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and sub group	03/31/2024	Planned
Administrative Team	Provide administrative team with reminders on who qualifies for the MI-Access and the requirements to take the MI-Access. Give them a copy of Michigna.gov document entitled "MI Access Who Takes the Alternate Assessment"	01/16/2024	Planned
Special Education Teachers	Provide them with another copy of the document entitled "Should My Student Take the Alternate Assessment"	01/31/2024	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: Forest Hills 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 Forest Hills Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	4934	58	1.2
Mathematics	4944	58	1.2
Science	2127	18	0.8
Social Studies	2116	9	0.4

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

The District was only over by 0.2 in two content areas. Parents report that they have either moved to Forest Hills Public Schools, utilized Section 6 or School of Choice to enroll their student who requires a Categorical Program. Our students who require Categorical Programming tend to have a higher rate of MI-Access participation. We have no resource room or related service students who participate in MI-Access.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	4991
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	49
Projected Participation Rate for 2024	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 Director and Supervisor	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement and subgroup.	03/31/2024	Planned
New Special Education Staff	New staff training regarding MI-Access participation including decision tree	02/01/2024	Planned
All Special Education Staff	Training regarding LRE and participation in state assessments including the decision tree	05/10/2024	Planned
Categorical Teachers and Resource Teachers	During PLC time, discuss participation in state assessments including the decision tree	03/29/2024	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: Godfrey-Lee 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 Godfrey-Lee Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	803	16	2
Mathematics	809	16	2
Science	351	6	1.7
Social Studies	351	6	1.7

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

Due to shortages in center based and regional collaborative programs for students with the most significant disabilities, we have had the opportunity to serve this population of students primarily in house. We have K-2, 3-5, 6-8, and 9-12 programming that serves students with most significant cognitive disabilities.

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)	2.2%%

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	898
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	17
Projected Participation Rate for 2024	1.9%

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
All Special Education Staff	All Special Education Staff have access to the "Should My Student take an Alternate Assessment?" via our Google Classroom which houses information and resources for all Special Education Staff	04/12/2023	Completed
All Special Education Staff	In our January 2024 Newsletter, I will provide a reminder to all staff the identified test selections should align with the needs as identified in student IEPs	01/08/2024	Planned
All Special Education Staff	Highlight the "Should My Student take an Alternate Assessment?" in our January 2024 Newsletter	01/08/2024	Planned
All Special Education Staff	Attend the January building level special education meetings and provide a reminder in person about the test selections aligning with identified needs in the IEPs as well as a reminder about the "Should My Student take an Alternative Assessment?" guidance document	01/31/2024	Planned
Special Education Supervisor	Participate in a data dive with the Kent ISD to assess participation of students taking the alternate assessment by eligibility category, primary education setting, performance, instructional targets, and placement	03/29/2024	Planned
Building Level Administrative Team	Provide our Building Level Administrative Team a reminder of how students qualify to take MI-Access	01/31/2024	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: Godwin Heights 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 Godwin Heights Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	938	22	2.3
Mathematics	945	22	2.3
Science	415	8	1.9
Social Studies	409	3	0.7

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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).	928
Total Number of students tested with MI-Access in grades 3-8 and 11.	24
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).	13
Adjusted Total	915
Adjusted Participation Number	11
Adjusted Rate	1.2%

Please describe other justification:

Godwin Heights operates five regional programs for students with ASD (K-5).

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)	1.9%%

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	928
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	24
Projected Participation Rate for 2024	2.6%

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 Director	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/31/2024	Planned
Teachers	Provide teachers with a reminder to verify IEP information and ensure IEP testing information supports the selected test.	02/01/2024	Planned
Teachers	Provide teachers with another copy of the document "Should My Student Take the Alternate Assessment"	02/01/2024	Planned
Teachers	Complete MDE assessment selection guidelines training and provide a certificate of completion to the special education director.	03/01/2024	Planned

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

☐ Yes ☒ No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

☒ Yes ☐ No

The member district allows IEP Team members to decide which students take an alternate assessment.

☒ Yes ☐ No

The member district addresses any issues of disproportionality in statewide assessment.

☒ Yes ☐ No

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

Member District: Grand Rapids 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 Grand Rapids Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	6941	149	2.1
Mathematics	6971	145	2.1
Science	2795	67	2.4
Social Studies	2770	40	1.4

☒ 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

Please describe other justification:

Although we do not serve students outside of our district we are own own region within the ISD. With that, we do run regional programming.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	7360
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	149
Projected Participation Rate for 2024	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 Ed Director	Data Dive with the ISD to examine Alternate Assessment participation by eligibility category, primary education setting, performance, instructional targets, placements, and subgroup.	03/31/2024	Planned
Admin Team	Provide Admin team with reminder on who qualifies for the MI-Access and the requirements to take the Mi-Access. Give them a copy of the Michigan.Gov document titled "Mi Access Who Takes the Alternate assessment"	12/22/2023	Planned
Teachers	Provide teachers with a reminder to verify IEP information and ensure IEP testing information supports the selected test	02/01/2024	Planned
Teachers	provide teachers with a copy of the document "should my student take the alternate assessment"	02/01/2024	Planned
Staff with students taking the alternate assessment	Complete the MDE Assessment selection guidelines training and provide certificate to director before 1/31/24	02/01/2024	Planned

Resources and Technical Assistance

Does the member district require additional resources and technical assistance from the ISD or MDE to ensure students are being assessed using the most appropriate state summative assessment tool based on the state guidelines?

☐ Yes ☒ No

Assurances

Please provide the following assurances.

The member district IEP Team members follow the state guidelines for participation in the alternate assessment.

☒ Yes ☐ No

The member district allows IEP Team members to decide which students take an alternate assessment.

☒ Yes ☐ No

The member district addresses any issues of disproportionality in statewide assessment.

☒ Yes ☐ No

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

Member District: **Grandville 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 Grandville Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2799	37	1.3
Mathematics	2800	38	1.4
Science	1178	15	1.3
Social Studies	1167	7	0.6

☒ 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

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).	2800
Total Number of students tested with MI-Access in grades 3-8 and 11.	38
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).	13
Adjusted Total	2787
Adjusted Participation Number	25
Adjusted Rate	0.9%

Please describe other justification:

Students in Regional Programming are IEP placed into the program from other districts. Grandville continues to use MDE Guidance on appropriate State-wide assessments and ensures that alternate assessments are administered only to those students working on Alternate Curriculum Content Standards.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.3%%

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	2947
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	42
Projected Participation Rate for 2024	1.4%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Director	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/29/2024	Planned
Administrative Team	Provide Admin. Team with reminders on who qualifies for the MI-Access and the requirements to take the MI-Access. Give them a copy of Michigan Gov document entitled "MI Access Who Takes the Alternate Assessment"	12/13/2023	Planned
Teachers	Provide Teachers with a reminder to verify IEP information and ensure IEP testing information supports the selected test	02/01/2024	Planned
Teachers	Provide Teachers with another copy of the document entitled "Should My Student Take the Alternative Assessment"	02/01/2024	Planned
Full Admin Team/Teachers	Provide them with a copy of important dates for Assessment to ensure they have student identified appropriately and on - time	02/01/2024	Planned
Staff with students taking alternate assessments	Complete the MDE Assessment Selection Guidelines Training and provide certificate to Special Education Director before 1/31/2024 (link: https://www.screencast.com/t/iq9CQysDXvoX)	02/01/2024	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	- Staff with students taking alternate assessments complete the MDE Assessment Selection Guidelines Training and provide certificate to Special Education Director before 1/31/2024 (link: https://www.screencast.com/t/iq9CQysDXvoX) - Meet with special education teams/department to review Alternate Assessment Data, assessment selection guidance, and local practices. Review subgroup data to ensure alternate assessment decisions are being made fairly.
Math	- Staff with students taking alternate assessments complete the MDE Assessment Selection Guidelines Training and provide certificate to Special Education Director before 1/31/2024 (link: https://www.screencast.com/t/iq9CQysDXvoX) - Meet with special education teams/department to review Alternate Assessment Data, assessment selection guidance, and local practices. Review subgroup data to ensure alternate assessment decisions are being made fairly.

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: Kelloggsville 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 Kelloggsville Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1099	12	1.1
Mathematics	1106	12	1.1
Science	477	5	1
Social Studies	477	5	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:

Work has been done in the district to ensure IEP teams are selecting the appropriate state assessment. 12 students participated in the alternate assessment. Based on IEP team decisions, these student took the appropriate assessment, which put the district at an alternate assessment participation rate of 1.1%.

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	1179
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	11
Projected Participation Rate for 2024	0.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Director	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/31/2024	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: Kenowa Hills 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 Kenowa Hills Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1496	38	2.5
Mathematics	1496	38	2.5
Science	650	16	2.5
Social Studies	646	12	1.9

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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).	1536
Total Number of students tested with MI-Access in grades 3-8 and 11.	36
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).	19
Adjusted Total	1517
Adjusted Participation Number	17
Adjusted Rate	1.1%

Please describe other justification:

19 of the 36 students projected to complete the M-Access this school year are placed in regional programs that are housed within/run by Kenowa Hills Public Schools.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1536
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	36
Projected Participation Rate for 2024	2.3%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Director	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/31/2024	Planned
Administrative Team	Provide administrative team with reminder on who qualifies for the MI-Access and requirements to take the MI-Access. Provide copy of the MDE document "MI-Access Who Takes the Alternative Assessment"	03/31/2024	Planned
Special Education Teachers	Provide teachers with another copy of the document entitled "Should My Student Take the Alternative Assessment?"	03/31/2024	Planned
Staff with students taking alternate assessments	Complete MDE Assessment Selection Guidelines Training and provide certificate to Special Education Director on or before 3/31/2024	03/31/2024	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: Kentwood 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 Kentwood Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	4573	122	2.7
Mathematics	4578	120	2.6
Science	1910	44	2.3
Social Studies	1888	24	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:

Staff turn over and need for continued professional learning regarding data based decision making and using the alternate assessment decision making tool. Also, we continue to work with staff familiarity and proficiency with the alternate standards curriculum for purposes of IEP goal development, instruction, and decision making. Another discovery was need for clarity around eligibility areas, as well as students being able to take single subject sections of standard and alternate assessments. Our efforts in supporting staff are showing effective as percentages of students taking an alternate assessment are lower than last year in all subject areas except math.

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)	2.7%%

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	4834
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	128
Projected Participation Rate for 2024	2.6%

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 Director	Data dive with the ISD to examine alternate assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/31/2024	Planned
Special Education Teachers	Data dive with building specific supervisor to examine caseload and current student data to support IEP team decision making.	03/25/2024	Planned
Special Education Teachers	Virtual professional learning opportunity on the topic of alternate assessment scheduled for February 21, 2024. The recorded session and all related resources will then be shared in the March monthly department email communication.	02/21/2024	Planned
Special Education Administrative Team	Distribution and review of "MI Access Who Takes the Alternate Assessment". Review of qualifications and requirements for taking an alternate assessment and our student list.	01/16/2024	Planned
Special Education Teachers	Provide teachers with another copy of the document "Should My Student Take the Alternate Assessment".	09/25/2023	Completed
Special Education Teachers	Provide teachers with a reminder to verify IEP information and ensure IEP testing information supports the selected test.	01/31/2024	Planned
Staff with Students Taking the Alternate Assessment	Complete the MDE Assessment Selection Guidelines Training and provide certificate to Special Education Director before 1/31/2024.	01/31/2024	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: Lowell Area 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 Lowell Area Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1782	22	1.2
Mathematics	1784	22	1.2
Science	761	11	1.4
Social Studies	754	4	0.5

☒ 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

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:

Additional training was needed to ensure that only students who need to take an alternative assessment are scheduled to do so. The district has provided support to teachers regarding this, and will provide additional PD around alternative assessments in January.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1831
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	19
Projected Participation Rate for 2024	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 staff- Resource Room	Choosing appropriate assessments for students with disabilities. Will be holding a staff meeting with full staff to ensure everyone has the same information regarding assessment. Staff will also check the IEP's of any students who are listed as having an alternate assessment to verify that they are eligible for that assessment.	01/15/2024	Planned
School Psychologists	Provide support to special education staff regarding who is eligible for alternate assessments. Support staff in understanding the difference in accomodation/Modifications.	01/15/2024	Planned
Special Education Staff- CI teachers	Direct conversation with CI staff regarding alternate assessment, with a review of IEP's to determine if students who should be having an alternate assesment are being provided with it and students who should be taking the general assessment are being provided accomodation for that assessment.	12/19/2023	Completed
Building Administrators	Provide document to help determine which students should access the MiAccess test in order to support the conversation at IEP meetings.	01/15/2024	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: Northview 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 Northview Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1476	13	0.9
Mathematics	1473	12	0.8
Science	655	8	1.2
Social Studies	654	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:

We currently house and ISD Center based program for all Deaf and Hard of Hearing students within our county at the local district.

Northview also does its best to keep students with cognitive impairments within programs housed within the local district.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1620
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	12
Projected Participation Rate for 2024	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 Education Director	Audience: Special Education Director Topics and Method of Training: Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/31/2024	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: PrepNet Virtual 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 PrepNet Virtual Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	491	6	1.2
Mathematics	485	6	1.2
Science	189	1	0.5
Social Studies	184	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.

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:

School enrolls students across the state of Michigan and has accepted an increased number of students that were previously identified as taking the alternate assessment before enrolling at Prepnet Virtual Academy.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	768
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	10
Projected Participation Rate for 2024	1.3%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Team	Alternate Assessment Participation Criteria Review during SE Team Meeting	02/07/2024	Planned
Special Education Team	Alternate Assessment Participation Criteria Review and Prepnets Process for decision making during SE team meeting	11/10/2022	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: River City Scholars 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 River City Scholars Charter Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	212	4	1.9
Mathematics	212	4	1.9
Science	87	3	3.4
Social Studies	86	2	2.3

☒ 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:

River City has an intensive resource room that serves our most significant disabilities.

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)	2.7%%

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	194
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate for 2024	2.6%

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
SE Team, Admin over SE, SE Supervisor	- Should my Student Take the Alternate Assessment document	11/17/2023	Completed
SE Team, Admin over SE, SE Supervisor	Through face to face/virtual discussion and email communication, in depth student data analysis reviews were conducted to consider the need for an alternate curriculum. Focus was on least restrictive environment and continuum of services being exhausted prior to participating in the state's alternate assessment. With a few new members to this years team, we will be reviewing this process once more.	10/06/2023	Completed
SE Team, Admin over SE, SE Supervisor	- KentISD LRE Decision Making tool	01/09/2024	Planned
SE Team, Admin over SE, SE Supervisor	- Reviewed state assessment data in January 2023.	01/27/2023	Completed
SE Team, Admin over SE, SE Supervisor	- Review state assessment data in January 2024.	01/19/2024	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: Rockford 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 Rockford Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3929	37	0.9
Mathematics	3929	36	0.9
Science	1714	20	1.2
Social Studies	1708	14	0.8

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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).	3929
Total Number of students tested with MI-Access in grades 3-8 and 11.	37
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).	5
Adjusted Total	3924
Adjusted Participation Number	32
Adjusted Rate	0.8%

Please describe other justification:

Rockford Public Schools participates in a Regional Collaborative Agreement and operates regional programs at the K-12 level.s

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	3974
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	42
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
Special Education Staff	Training regarding the selection of appropriate state assessments using MDE Guidance.	08/15/2023	Completed
Special Education Staff	Staff with students taking alternate assessments complete the MDE Assessment Selection Guidelines Training and provide a certificate to the Special Education Director.	01/31/2024	Planned
Special Education Director	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/31/2024	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	Meet with special education teams per building to review Alternate Assessment Data, assessment selection guidance, and local practices. Review subgroup data to ensure alternate assessment decisions are being made fairly.
Math	Meet with special education teams per building to review Alternate Assessment Data, assessment selection guidance, and local practices. Review subgroup data to ensure alternate assessment decisions are being made fairly.

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: Sparta Area 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 Sparta Area Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1155	25	2.2
Mathematics	1155	25	2.2
Science	524	13	2.5
Social Studies	514	4	0.8

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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).	1155
Total Number of students tested with MI-Access in grades 3-8 and 11.	25
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).	14
Adjusted Total	1141
Adjusted Participation Number	11
Adjusted Rate	1%

Please describe other justification:

Due to the operation of the regional MoCI program our numbers regularly are over the allowed threshold. However, the adjusted numbers (even with the school of choice students included) do fall below the threshold.

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)	1.7%%

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	1009
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	22
Projected Participation Rate for 2024	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 Director	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup	03/31/2024	Planned
Special Education Staff	Review of the "Should my Student Take the Alternate Assessment" document, review of when to consider which assessment based on curriculum, functional skills, eligibility.	09/28/2023	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: Wellspring Preparatory High School

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 Wellspring Preparatory High School:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	56	2	3.6
Mathematics	56	2	3.6
Science	56	2	3.6
Social Studies	54	2	3.7

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

There are only two students at Wellspring who certificate of completion bound and both are in 11th grade. We anticipate our future rates to be below 1%

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)	2.7%%

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	59
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate for 2024	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 Team	MDE Guidance dated 8/31/23, MDE titled "Should My Student Take the Alternate Assessment" flowchart	01/19/2024	Planned
Special Education Supervisor	Data Dive with ISD to examine Alternate Assessment participation by eligibility category, primary educational setting, performance, instructional targets, placement, and subgroup.	03/29/2024	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: Wyoming 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 Wyoming Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2006	47	2.3
Mathematics	2027	45	2.2
Science	918	24	2.6
Social Studies	918	24	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:

The district does operate a regional emotional impairment program; however, the one student from this program that took MiAccess was a resident of the district.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2009
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	40
Projected Participation Rate for 2024	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 Director	Data Dive with KISD to examine Alternate Assessment participation by eligibility, primary education setting, performance, instructional targets, placements and subgroups	03/31/2024	Planned
Special Education Staff	ESSA 1% requirements emailed to all certified SE staff along with: current local data, current disproportionality, MDE resources for test selection, and clear direction that the default position in MSTEP for all students.	12/29/2023	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.

☒ Gender

Subject	Plan
English Language Arts	Data Dive with KISD to examine Alternate Assessment participation by eligibility, primary education setting, performance, instructional targets, placements and subgroups ESSA1% requirements emailed to all certified SE staff along with: current local data, current disproportionality, MDE resources for test selection, and clear direction that the default position in MSTEP for all students.

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