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## 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
<b>English Language Arts</b>	803	16	2
<b>Mathematics</b>	809	16	2
<b>Science</b>	351	6	1.7
<b>Social Studies</b>	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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	2.2%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	898
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	17
<b>Projected Participation Rate for 2024</b>	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 Educaton 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 Educaton 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
<b>English Language Arts</b>	938	22	2.3
<b>Mathematics</b>	945	22	2.3
<b>Science</b>	415	8	1.9
<b>Social Studies</b>	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.

<b>Assessment Data Table</b>	<b>Number</b>
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
<b>Adjusted Total</b>	915
<b>Adjusted Participation Number</b>	11
<b>Adjusted Rate</b>	1.2%

Please describe other justification:

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

## 2024 Projected Participation Rate

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

<b>Projected Participation Rate 2024</b>	<b>Number</b>
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
<b>Projected Participation Rate for 2024</b>	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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	2.1%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	7360
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	149
<b>Projected Participation Rate for 2024</b>	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
<b>Adjusted Total</b>	2787
<b>Adjusted Participation Number</b>	25
<b>Adjusted Rate</b>	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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	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
<b>Projected Participation Rate for 2024</b>	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: <a href="https://www.screencast.com/t/iq9CQysDXvoX">https://www.screencast.com/t/iq9CQysDXvoX</a> )	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: <a href="https://www.screencast.com/t/iq9CQysDXvoX">https://www.screencast.com/t/iq9CQysDXvoX</a> ) - 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: <a href="https://www.screencast.com/t/iq9CQysDXvoX">https://www.screencast.com/t/iq9CQysDXvoX</a> ) - 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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	1%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1179
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	11
<b>Projected Participation Rate for 2024</b>	0.9%



## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
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.

<b>Assessment Data Table</b>	<b>Number</b>
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
<b>Adjusted Total</b>	1517
<b>Adjusted Participation Number</b>	17
<b>Adjusted Rate</b>	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

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

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

<b>Projected Participation Rate 2024</b>	<b>Number</b>
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
<b>Projected Participation Rate for 2024</b>	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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	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
<b>Projected Participation Rate for 2024</b>	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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1831
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	19
<b>Projected Participation Rate for 2024</b>	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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1620
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	12
<b>Projected Participation Rate for 2024</b>	0.7%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special 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
<b>English Language Arts</b>	491	6	1.2
<b>Mathematics</b>	485	6	1.2
<b>Science</b>	189	1	0.5
<b>Social Studies</b>	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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	768
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	10
<b>Projected Participation Rate for 2024</b>	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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	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
<b>Projected Participation Rate for 2024</b>	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.

<b>Assessment Data Table</b>	<b>Number</b>
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
<b>Adjusted Total</b>	3924
<b>Adjusted Participation Number</b>	32
<b>Adjusted Rate</b>	0.8%

Please describe other justification:

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

## 2024 Projected Participation Rate

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

<b>Projected Participation Rate 2024</b>	<b>Number</b>
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
<b>Projected Participation Rate for 2024</b>	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.

<b>Assessment Data Table</b>	<b>Number</b>
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
<b>Adjusted Total</b>	1141
<b>Adjusted Participation Number</b>	11
<b>Adjusted Rate</b>	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

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

<b>Projected Participation Rate 2024</b>	<b>Number</b>
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
<b>Projected Participation Rate for 2024</b>	2.2%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education 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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	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
<b>Projected Participation Rate for 2024</b>	0%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education 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
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	2.1%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2009
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	40
<b>Projected Participation Rate for 2024</b>	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