

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

## ISD Name: Montcalm Area 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 Montcalm Area ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
<b>English Language Arts</b>	5446	99	1.8
<b>Mathematics</b>	5448	99	1.8
<b>Science</b>	2452	49	2
<b>Social Studies</b>	2444	40	1.6

Data	Total
Number of member districts/PSAs including the ISD	10
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 2023 using MI-Access (in grades 3-8 and 11)	7

## Technical Assistance and Professional Development

**Tier I:** In the winter of 2023, MDE provided feedback to each ISD, providing recommendations regarding technical assistance or professional development for their constituent districts. ISDs responded to this feedback in a variety of ways and carried out support to districts as appropriate. In the first table below, outline the general technical assistance or professional development provided to **all** districts regarding state assessment decisions or better targeting instruction. Specific or targeted technical assistance provided to a small groups of districts to address specific concerns should not be listed here, but rather in the next section (Tier II/III).

Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
03/03/2023	Created MAISD Alternate Assessment Guidance- Includes MDE Links for assessment selection, specific criteria for SWMSCD, Additional Guidance on Criteria to use, and a special note: default decision regarding State Assessment should be participation in the general education assessment.
04/26/2023	Trained ALL 10 local districts/ISD Program coordinators/directors on the MAISD Alternate Assessment Guidance, including guidance to review ALL students within the district who are taking Mi Access.
03/20/2023	Shared the MAISD Alternate Assessment Guidance with All 10 Local district/ISD Program Coordinators/Directors
09/21/2023	Sent a reminder for districts to ensure IEP teams are using the MAISD Alternate Assessment Guidance- to ALL 10 local districts/ISD Program coordinators/directors through an MAISD News and Notes memo-
10/26/2023	Reviewed with local districts/ISD Program coordinators/directors: M-Step should be the default assessment. Asked again to make sure IEP teams have the Alternate Assessment guidance and are using it.
11/08/2023	A justification Memo sent to all local districts/ISD Program coordinators/directors. This memo reviewed all guidance, and provided a summary of the Justification Activity MDE Webinar.
12/03/2023	Based on the MDE Alternate Assessment flow chart, created and shared an MAISD version with a few more details. Flowchart was sent to all local districts/ISD Program coordinators/directors
10/25/2023	Provided Ed Benefit review Train the Trainer- Requested and made sure all 10 all local districts/ISD Program coordinators/directors plus additional district staff were in attendance.
08/04/2023	Provided New User PD for all new certified staff across MAISD- Included Requirements of Alternate Assessment, and the MAISD Alternate Assessment guidance (2nd training option on 8/25/23)

**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
Vestaburg Community Schools	03/01/2023	In depth review of the Students who were flagged by MDE as risk factors for not meeting the definition of Students with Most Significant Cognitive Disabilities. Asked Vestaburg Director to meet with her staff to review not only the students flagged by MDE but also all students who had Alternate Assessment in their IEP.

Vestaburg Community Schools	05/16/2023	2nd Review with District of the list of students who were flagged by MDE as risk factors for not meeting the definition of Students with Most Significant Cognitive Disabilities.
Lakeview Community Schools (Montcalm)	04/03/2023	Continued the conversation with Lakeview regarding the students flagged by MDE
Lakeview Community Schools (Montcalm)	03/20/2023	Met with Lakeview Coordinator- In-depth review of the Students who were flagged by MDE as risk factors for not meeting the definition of Students with Most Significant Cognitive Disabilities. Asked the Lakeview coordinator to meet with her staff to review not only the students flagged by MDE but also all students who had Alternate Assessments in their IEP.
Carson City-Crystal Area Schools	03/09/2023	Met with CCC Coordinator- In depth review of the Students who were flagged by MDE as risk factors for not meeting the definition of Students with Most Significant Cognitive Disabilities. Asked her to meet with her staff to review not only the students flagged by MDE but also all students who had Alternate Assessments in their IEP.
Carson City-Crystal Area Schools	04/12/2023	Follow up communication with CCC- Their PD on Alternate Assessment Guidance went well. While the district only had 1 student on the Alternate Assessment risk factor list, and only have 6 students total who take Mi-Access, they recognize the importance of using the guidance at each IEP.
Central Montcalm Public Schools	03/03/2023	n depth review of the Students who were flagged by MDE as risk factors for not meeting the definition of Students with Most Significant Cognitive Disabilities. Asked Vestaburg Director to meet with her staff to review not only the students flagged by MDE but also all students who had Alternate Assessment in their IEP.
Central Montcalm Public Schools	05/03/2023	Supervisor of Program Accountability Provided Professional Development for all district-certified SE staff that included: Alternate Assessment Guidance, Flow Chart and the Default decision for State Assessment is GE Assessment
Central Montcalm Public Schools	11/01/2023	Supervisor of Program Accountability Provided a 2nd Professional Development for all district-certified SE staff that included: Alternate Assessment Guidance, Flow Chart and the Default decision for State Assessment is GE Assessment-- Same Information as 5/3/23 but in another format and with built in discussion.
Central Montcalm Public Schools	01/09/2024	Supervisor of Program Accountability and Local District Director will be meeting with a small group of staff to review internal list of students taking Mi-Access to review the criteria for SWMSCD. If there are questions or risk factors identified that indicate the student may not be appropriate to take the Alternate Assessment, the team will contact the IEP team and ask them to hold an Amendment to review the data and consider a change in State Assessment. a 2nd meeting for Secondary is planned to occur the week after.
Central Montcalm Public Schools	12/04/2023	Met with Local Director- In depth review of the Students who were flagged by MDE as risk factors for not meeting the definition of Students with Most Significant Cognitive Disabilities. Asked her to meet with her staff to review not only the students flagged by MDE but also all students who had Alternate Assessments in their IEP.

Tri County Area Schools	03/16/2023	Started the conversation with the Local District re: Students who were flagged by MDE as risk factors for not meeting the definition of Students with Most Significant Cognitive Disabilities.
Tri County Area Schools	06/02/2023	In depth review of the Students who were flagged by MDE as risk factors for not meeting the definition of Students with Most Significant Cognitive Disabilities. Asked Vestaburg Director to meet with her staff to review not only the students flagged by MDE but also all students who had Alternate Assessment in their IEP.
Tri County Area Schools	11/14/2023	TCAS has a new SE Director- Met with her to review the entire list of students at TCAS who are scheduled to take the Mi-Access. She was surprised by the number of students and shared her plan for reviewing the student level data, conversations with IEP teams, etc. She is planning to meet with each building SE PLC in January to ensure IEP teams are using the SWMSCD definition and the appropriate Alternate Assessment Guidance.
Montabella Community Schools	12/08/2023	Met with the Superintendent (LEA director resigned)- while the district was not in Tier 2 or 3 last year, the projected rates for Spring 2024 were over 1% so we met to review the students and the list. New Projection is 1%.

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?

*No Additional Support needed from MDE at this time-*

*Additional information to note. MAISD has worked very hard with EACH local district to change old habits and practices for identifying which students will take Alternate Assessments. While there were still a few districts identified as Tier 2/3, there has been a SIGNIFICANT decline in the percentage of students taking Mi Access.*

***Projected Rates for 2024 Alternate Assessment participation have decreased from 2023 Submitted Justification Form 2023 Projections to the Actual District shared 2024 Justification Form 2024 Projections - This is a significant change. I would anticipate a decrease in Districts identified as Tier 2/3 based on actual 2024 Alternate Assessment Participation rates.***

## 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: Montcalm Area 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 Montcalm Area ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	85	32	37.6
Mathematics	86	32	37.2
Science	57	17	29.8
Social Studies	49	9	18.4

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

## Contributing Factors

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

Yes  No

Select the option that applies:

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

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

Yes  No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	54
Total Number of students tested with MI-Access in grades 3-8 and 11.	30
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).	84
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

Please describe other justification:

*MAISD operates center-based programming for our county. All students who attend categorical programming are placed in our programs by their IEP team. All 84 students are from our 7 local school districts and one charter school.*

## 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>	54.9%%

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	85
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>	42.4%

## 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
State Assessment Data Review Group	Data dive into state assessment scores including possible flag indicators (ex: student eligibility)	05/01/2024	Planned
Certified Staff	Bring information from data dive to certified staff to review	05/30/2024	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: Central Montcalm 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 Central Montcalm Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	672	14	2.1
Mathematics	672	14	2.1
Science	281	4	1.4
Social Studies	281	4	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

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:

*Contributing factors were students with a secondary area of eligibility of cognitive impairment, students who moved to the district,*

*All students taking the MI-ACCESS have been verified as being on an alternate curriculum and certificate of completion track. The special education coordinator and case manager reviewed the area of eligibility and adaptive scores. As each student is unique, our IEP teams use the MDE-OSE guidelines, along with MAISD guidance, to ensure students who take MI-ACCESS meet the criteria. Continued discussion is planned to identify students who could possibly move to taking regular state assessments.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	1.8%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	692
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>	1.4%

## 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
All Special Education Staff	Professional Development covering State Assessments and Alternative Assessments.	11/01/2023	Completed
Special Education Staff	Participate in continued professional development around identifying the appropriate assessment for students grades 3-12.	02/21/2024	Planned
Small Alternate Assessment Workgroup	Review student-specific scenarios to consider variables that include area of eligibility, adaptive functioning, IQ, results of previous MI-Access assessments, and educational environment.	03/13/2024	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: Flat River 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 Flat River Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	78	2	2.6
Mathematics	78	2	2.6
Science	25	1	4
Social Studies	25	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:

*Due to our small size, having 2 students take the MI-Access causes this to be flagged every year. Students identified as needing an alternative assessment are students that require a modified curriculum that is documented in their IEPs to make progress in a general education classroom. This is reconsidered every year at each IEP meeting for appropriateness.*

## 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>	1.2%%

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	105
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	1
<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 Team	Review of MDE guidance for designating students to take MI-Access	08/17/2023	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: Lakeview Community Schools (Montcalm)

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 Lakeview Community Schools (Montcalm):

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	547	7	1.3
Mathematics	547	7	1.3
Science	212	5	2.4
Social Studies	212	4	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

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:

*2023 testing sessions took place before policy change last year. Policy change should significantly affect the % of students receiving the alternative assessment.*

## 2024 Projected Participation Rate

Projected Participation Rate 2023	Number
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	1.4%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	645
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
<b>Projected Participation Rate for 2024</b>	0.6%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Staff	Reviewed and discussed: Michigan Alternative Assessment: What it is, What it Means and What it Offers.	05/25/2023	Completed

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

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

## Member District: Montabella 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 Montabella Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	419	6	1.4
Mathematics	419	6	1.4
Science	164	3	1.8
Social Studies	164	3	1.8

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

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:

*Montabella Community Schools is a small district with less than 800 total students, and less than 500 students that were tested in the Spring of 2023. Students that are being tested with the alternative assessment do meet the criteria for students with the most significant disabilities and were reviewed for appropriateness using the MAISD guidance for Alternate Assessment as a tool to make those important IEP decisions.*

## 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>	1.9%%

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	416
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
<b>Projected Participation Rate for 2024</b>	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	In person training - MAISD Guidance for selecting appropriate assessment	10/18/2023	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: Tri County 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 Tri County Area Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	891	19	2.1
Mathematics	891	19	2.1
Science	406	8	2
Social Studies	407	8	2

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

## Contributing Factors

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

Yes  No

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:

*As a new special education director to Tri County Area Schools, it is my understanding that staff reviewed and utilized MAISD alternative assessment guidelines in conjunction with MDE guidelines to verify and ensure students who took alternative assessment met the criteria for 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	872
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	15
<b>Projected Participation Rate for 2024</b>	1.7%

## 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
All special education staff, administration, and school board	Discuss Justification Memo from MAISD with all special education staff and administration during Professional Learning Community meetings and report out during the special education spotlight of Board of Education meeting.	11/13/2023	Completed
Case managers and Special Education Director	Use the 15684 report in MiPSE to discuss which students will remain Mi-Access and which students still need to transition to M-STEP (reduce from 15 to 9 to meet 1%). By 2/23/2024, case managers will make phone calls to parents to discuss the amendment that will be opened to make the testing changes.	02/16/2024	Planned
Special Education Director	Will run 15684 report after amendments are closed, prior to ordering Mi-Access, to monitor that the number of students have decreased to 1%.	02/29/2024	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

Please detail the need for additional resources and technical assistance.

*The ISD provided the justification documentation for the team to utilize during decision making processes when reducing from 15 to 9 students taking Mi-Access.*

## 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: Vestaburg 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 Vestaburg Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	353	5	1.4
Mathematics	354	5	1.4
Science	127	3	2.4
Social Studies	125	3	2.4

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:

*We have worked to increase the discussion around the use of alternative assessments. The topic and resources have been given to staff and the discussion takes place with parents to ensure everyone understands the requirements for an alternative assessment. Students who took the alternative assessment were deemed eligible for cognitive and emotional issues. 3 students have been removed from the alternative assessment queue as for those 3 the teams deemed them eligible to take the MSTEP. Our teams will continue to utilize the MDE guidance for determining assessment choices.*

## 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>	2.6%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	419
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	1
<b>Projected Participation Rate for 2024</b>	0.2%



## 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
General and Special Education Staff	Choosing the right test for the right reasons	04/19/2023	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