

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

ISD Name: Northwest Education Services

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 Northwest Education Services:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	10374	175	1.7
Mathematics	10379	173	1.7
Science	4475	82	1.8
Social Studies	4438	53	1.2

Data	Total
Number of member districts/PSAs including the ISD	21
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)	22

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
12/11/2023	Training for all special education supervisors in the ISD representing all member districts regarding 1% justification, MDE requirements, current data, and training resources. Supervisors provided in-member district training and reported this in their justification forms for any district that was categorized as Tier 1, 2, or 3.

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
Elk Rapids Schools	03/21/2023	<p>During the spring of 2023, North Ed provided individual district technical assistance regarding factors and red flags as defined by MDE. MDE recommended and North Ed required ed benefit reviews for Tiers 2 and 3.</p> <p>Student Review: 4/12/23 - Reviewed IEP Data/Evidence Related to student Information, Decision Criteria for Alternate Assessment, Evidence of Significant Cognitive Disability, Majority of Instruction Based on Alternate Standards and completed ISD/District Level Action Plan</p> <p>Technical Assistance: 3/21/23 -Additional Training with SE coordinator and SE teachers on Assessment Selection, Reviewed Individual Student -Mi-Access history to help inform future IEP teams on Assessment Selection. Provided MDE resources including "Should my student take an alternate assessment?"- Flowchart and MDE Assessment Selection Guidance Interactive Decision-Making Tool.</p> <p>2023-2024 Technical Assistance - All new teachers and current SE teachers - 11/1/23- Provided SE training including Assessment Selection and Alternate Standards, provided guidance on MDE's MI-Access web page and interactive decision-making tool, including Assessment selection guidance training video. These resources discuss state guidelines and include a flowchart matrix for use in deciding: - whether or not a student should take a MI-Access assessment - which specific MI-Access assessment type should be used to assess the student</p> <p>11/30/23 -Provided guidance to SE coordinator when completing the 2023-24 district's Justification form that IEP teams must follow the Guidelines for MI-Access. Including use of Assessment Selection Guidance Interactive tool for IEP teams and Assessment Selection Guidance Training are additional resources to support decision-making.</p>

Suttons Bay Public Schools	04/05/2023	<p>During the spring of 2023, North Ed provided individual district technical assistance regarding factors and red flags as defined by MDE. MDE recommended and North Ed required ed benefit reviews for Tiers 2 and 3.</p> <p>Additionally: Student Review: 4/5/23 - Reviewed IEP Data/Evidence Related to: Student Information, Decision Criteria for Alternate Assessment, Evidence of Significant Cognitive Disability, Majority of Instruction Based on Alternate Standards, and completed ISD/District Level Action Plan</p> <p>Technical Assistance: 4/13/23 -Additional Training to SE staff Regarding Assessment Selection, Reviewed Individual Student Mi-Access history to help inform future IEP teams on Assessment Selection. Provided MDE resources including "Should my student take an alternate assessment?"- Flowchart and MDE Assessment Selection Guidance Interactive Decision-Making Tool. 5/17/23 - Special Education Data Review and Mapping - Review Individual Student Progress Data to help guide specially designed instruction</p> <p>2023-2024 Technical Assistance - All new teachers - 9/14/23- Provided SE training including Assessment Selection and Alternate Standards 12/6/23 -Provided guidance that IEP teams must follow the Guidelines for MI-Access, including use of Assessment Selection Guidance Interactive tool for IEP teams and Assessment Selection Guidance Training are additional resources to support decision-making. Provided Best practices to support teams in decision-making including.</p>
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Kingsley Area Schools	03/23/2023	<p>During the spring of 2023, North Ed provided individual district technical assistance regarding factors and red flags as defined by MDE. MDE recommended and North Ed required ed benefit reviews for Tiers 2 and 3.</p> <p>Student Review Special Education Teachers, District Reps, ISD Staff 3/23/2023: Individual student review of each student that participated in the Alternative Assessment. Per MDE and ISD guidance the team considered the following: Decision Criteria for Alternative Assessment based on test performance: Surpassed or Not Surpassed, ELA, Math, Science and Social Studies Evidence of Significant Cognitive Disability: Reviewed Cognitive Assessment Measures, Adaptive Skill Assessments and Disability impact. Majority of Instruction Based on Alternative Standards: Reviewed the student progress on Essential Elements and progress with interventions Developed an Action Plan to review considerations for each student considered for the Alternative Assessment</p> <p>Kingsley Special Ed. Department Meeting Special Education Teacher, Districts Reps, ISD Staff 11/21/2023: 1% CAP Guidance Review Reviewed MDE Guidance: MDE Memorandum 8/31/2023: Clarification on Guidelines for Participation in MI-Access Reviewed Links embedded in the Memorandum: "Should My Student Take the Alternate Assessment" Reviewed the definition of a student with the most significant cognitive disabilities, including all three areas of the definition: significant impairment on intellectual functioning, impairment of adaptive behavior, and impact in and out of the classroom and across multiple life domains. Reviewed MDE MI-Access Resources</p> <p>Email Guidance and Communication Special Education Teachers 12/5/2023: 1% CAP for Alternative Assessment Shared the Michigan Alternate Assessment Selection; Decision-making Resources document Shared a Google Sheet for each Case manager to input a student that will be taking the Alternative Assessment or that the IEP team may be considering for the Alternative Assessment.</p> <p>Special Education Teacher Workday (Kingsley High School) 1/23/2024: Special Education Teacher Workday Time will be scheduled to review any students who are or will be considered for the Alternative Assessment</p>
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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?

North Ed requests that MDE and ISDs continue to discuss the definition of "the most severe cognitive impairment" and how that impairment is documented using best practices and minimizing repeated individual student standardized tests, which cause stress and missed class for students with IEPs. Also, these standardized tests are expensive and do not impact student programming to the degree that other evaluation information does.

North Ed would be happy to identify school psychologist(s) and teacher consultant(s) who would be willing to participate in an ad hoc state committee regarding this work.

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: Northwest Education Services

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 Northwest Education Services:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	109	82	75.2
Mathematics	109	79	72.5
Science	44	32	72.7
Social Studies	18	7	38.9

☒ 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

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).	280
Total Number of students tested with MI-Access in grades 3-8 and 11.	200
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).	0
Adjusted Total	280
Adjusted Participation Number	200
Adjusted Rate	71.4%

Please describe other justification:

Northwest Education Services operates Center Programs for our five-county region and these students are part of the North Ed student count, not the resident district's. IEP teams have determined that most, but not all, of the students attending the center programs meet the criteria for most significant cognitive impairment.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	72.6%%

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	88
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	63
Projected Participation Rate for 2024	71.6%

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
North Ed Special Education Staff administering state assessments	<p>Technical Supports: -Jan./Feb. classroom rosters, OEAA pre-od, & initial material orders. North Ed Center assessment teachers emailed with; online trainings & assessment resources mid-February, and bi-weekly in March if needed. During test administration window supports and technical assistance provided as needed.</p> <p>Virtual Assessment Training for North Ed Center Programs Training Outcomes: -Review test schedule & test security -Review who should take the alternate assessment & state resources for alternate assessment team decision-making -Review alternate assessment scoring rubrics -Review assessment administrator responsibilities -Review entering student responses online for supported & participation levels.</p>	03/22/2023	Completed
North Ed Special Education Staff administering state assessments	North Ed Center Program teachers email communication mid-February regarding online trainings available, assessment resources including resources for alternate assessment team decision-making, and bi-weekly in March if needed.	02/12/2024	Planned
North Ed Special Education Staff	<p>Virtual Assessment Training for North Ed Center Programs Training Outcomes: -Review test schedule & test security -Review who should take the alternate assessment & state resources for alternate assessment team decision-making -Review alternate assessment scoring rubrics -Review assessment administrator responsibilities -Review entering student responses online for supported & participation levels.</p>	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: Benzie County Central 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 Benzie County Central Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	577	7	1.2
Mathematics	576	7	1.2
Science	240	4	1.7
Social Studies	240	4	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:

Benzie Central schools use a data-driven process to determine students who have a significant cognitive disability and are appropriate for the state alternate assessment. Teams use the MDE training, guidance documents, and ISD resources to ensure the appropriate decision is made for each student.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	588
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2024	0.5%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
SE Staff (Teachers, Itinerants and Administrators)	Alternative Assessment Resource Share through Email sent by the Special Education Supervisor. Topics: What is the Alternative Assessment? What is the process for determining who should take a MIAccess assessment and, specifically, which one? (MDE Guidance for MIAccess). Resources Shared: MI-Access web page, Interactive Decision-Making Tool, Assessment Selection Guidance Training Video and Should My Student Take the Alternative Assessment flowchart.	12/15/2022	Planned
SE Teachers and North Staff	Alternative Assessments/1% Training for SE Staff. Special Education Supervisor facilitated. Utilized MDE Alternative Assessment Guidance and MDE resources	01/26/2024	Planned
District Administrators	Alternative Assessments/1% Training for District Administrators. Special Education Supervisor facilitated. Utilized MDE Alternative Assessment Guidance and MDE Resources	02/20/2024	Planned
Northwest Ed SE Staff	Alternative Assessments/1% Training. Special Education Supervisor facilitated. Utilized MDE Alternative Assessment Guidance and MDE Resources	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: Buckley 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 Buckley Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	262	3	1.1
Mathematics	262	3	1.1
Science	118	2	1.7
Social Studies	118	2	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

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:

Buckley is a small district with approximately 468 students. The three students who took the Alternative Assessment are all students who through a data-driven team process, were determined to be a student with a Significant Cognitive Disability. The IEP team utilized MDE training, ISD training, and MDE guidance documents to ensure the appropriate decision was made.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.1%%

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	219
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate for 2024	0.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
SE Staff(District Administrators, SE Teachers, Itinerants)	Alternative Assessment Resource Share through Email sent by the Special Education Supervisor. Topics: What is the Alternative Assessment? What is the process for determining who should take a MIAccess assessment and, specifically, which one? (MDE Guidance for MIAccess). Resources Shared: MI-Access web page, Interactive Decision-Making Tool, Assessment Selection Guidance Training Video and Should My Student Take the Alternative Assessment flowchart.	12/12/2023	Completed
North Ed Itinerants	Alternative Assessments/1% Training. Special Education Supervisor facilitated. Utilized MDE Alternative Assessment Guidance and MDE Resources	02/01/2024	Planned
SE Staff (District Administrators, SE teachers and Itinerants)	Alternative Assessments/1% Training for SE Staff. Special Education Supervisor facilitated. Utilized MDE Alternative Assessment Guidance and MDE resources	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: Elk Rapids 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 Elk Rapids Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	625	7	1.1
Mathematics	629	6	1
Science	262	1	0.4
Social Studies	262	1	0.4

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

English Language Arts statewide assessments were greater than 500 students, however, Science and Social Studies statewide assessments were less than 500. Our IEP team, with support from our ISD staff, determined based on a specific evaluation criteria, if a student should receive instruction using essential elements, based not solely on eligibility, but rather the student's postsecondary vision. We have several students who qualify under the eligibility of cognitive impairment, and are significantly impacted by their disabilities in daily living skills and instruction. In addition, we have a handful of students who do not qualify under cognitive impairment eligibility because their IQ is borderline over/under the second standard deviation or they test higher in adaptive skills. Therefore, more than 1% of our student population have learning goals in the essential elements and the IEP determined MiAccess would be appropriate.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.7%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	629
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	8
Projected Participation Rate for 2024	1.3%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	<p>MDE's MI-Access web page and Interactive Decision Making Tool, include Assessment selection guidance training video. These topics were shared with special education teachers</p> <p>electronically and reviewed during in-person professional development.</p> <p>These resources discuss state guidelines and include a flowchart matrix for use in deciding:</p> <ul style="list-style-type: none"> - whether or not a student should take a MI-Access assessment - which specific MI-Access assessment type should be used to assess the student 	11/01/2023	Completed
District Special Education Coordinator	Review and collaboration on the District's Justification form. MDE's MI-Access web page and Interactive, Decision Making Tool, include MI-Access: Who takes an Alternate Assessment selection guidance training video.	11/30/2023	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: Forest Area 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 Forest Area Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	294	7	2.4
Mathematics	295	7	2.4
Science	145	4	2.8
Social Studies	145	3	2.1

☒ 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

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

The IEP teams made determinations based on multiple factures for each student. The IEP teams utilized the MDE guidance when determining if the student should take the Alternative Assessment.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	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	268
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate for 2024	1.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Resource Program Teachers, District Reps	PLC with resource teachers and special education supervisor. Review MDE and North Ed. guidance for determining if a student should take the alternative assessment. Resources shared via email with the teachers prior to the meeting.	12/20/2023	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Glen Lake Community Schools

The *Every Student Succeeds Act* (ESSA) places a 1% cap on alternate assessment (MI-Access) participation at the state level. Member districts that contribute to the state exceeding its participation cap must submit information to the Intermediate School District (ISD) justifying the need to exceed the 1% threshold. In addition, ISDs that run programs (functioning as a member district) must complete the form as a member district.

Each ISD collects information from member districts to submit to the state.

Data

Below are the 1% Participation Rates for Glen Lake Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	387	3	0.8
Mathematics	387	3	0.8
Science	163	3	1.8
Social Studies	163	2	1.2

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

In Spring 2023, Glen Lake had 3 students enrolled in the district (In Grades 5, 8, and 11) whose IEP teams determined they met the State's definition for a student with the most significant disability. Their primary instruction was based on the alternate state standards and the IEP teams made the assessment decisions based on the student's alignment to the Range of Complexity based on MDE Alternate Standards with Range of Complexity. The IEP teams determined the alternate state assessment was appropriate for these 3 students based on the MDE Flowchart, Should my Student Take the Alternate Assessment Document.

Due to Science and Social Studies assessment only offered in Grades 5, 8, and 11, that lowers the Total number of students tested on the state alternate assessment (TSALT). Therefore, one year Glen Lake might have 3 students in grades 4, 7, and 10, and this would not exceed the 1% CAP for Science and Social Studies because they are not assessed in those areas those years. Then the following year, when those 3 students transition to 5th, 8th, and 11th grade, this reduces the TSALT denominator, therefore the 1% cap would be exceeded. Due to more students taking ELA and Math in Grades 3, 4, 5, 6, 7, 8, (increased TSALT), the 3 students did not exceed the 1% cap due to a larger total amount of students tested. When those same students fall into grades 5, 8, and 11, where Social Studies and Science are testing, this lowers the TSALT denominator, therefore it exceeded the 1% cap.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	400
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate for 2024	0.5%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Glen Lake Special Education Staff and ISD Staff	August 28th. 2023 SE staff trained on alternate assessment selection using the following resources: MDE Guidelines for MI-Access Flowchart, MDE Assessment Selection Guidance Training	08/28/2023	Completed
Glen Lake Special Education Staff and ISD Staff	By January 19, 2024, Staff will be provided professional development around State Assessment Selection using the following training resources: MDE Guidelines for MI-Access Flowchart, The MDE Assessment Selection Guidance Interactive tool for IEP teams and The MDE Assessment Selection Guidance Training	01/19/2024	Planned
Glen Lake Special Education Staff and ISD Staff	Review individual student 2023 Alternate Assessment Performance Level Descriptor(s) for each area assessed. If the student achieved 'surpassed', in conjunction with reviewing other student achievement data, consider if the student should take the General State Assessment. This decision is part of the IEP team process.	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: Kingsley 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 Kingsley Area Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	784	11	1.4
Mathematics	783	12	1.5
Science	324	5	1.5
Social Studies	323	4	1.2

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

Contributing Factors

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

☐ Yes ☒ No

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 is a group of 8th grade students that are significantly impacted by their cognitive impairment. The IEP teams will consider the MDE guidance when making decisions on if they should participate in the Alternative Assessment.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.7%%

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	812
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate for 2024	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
Resource Program Teachers, District Reps	Review MDE Alternative Assessment Guidance	03/23/2023	Completed
Resource Program Teachers, District Reps	Review of Students who participated in an Alternative Assessment with the following criteria from the ISD: (Tier 2) Review Student Information Decision Criteria for Alternate Assessment S=Surpassed NS=Not Surpassed Evidence of Significant Cognitive Disability Majority of Instruction Based on Alternate Standards ISD/District Level Action Plan	04/10/2023	Completed
Resource Program Teachers, District Reps	Review Current Students (23/24 school year) that are on Essential Elements to provide additional resources for the IEP teams for the decisions making process with regard to Alternative Assessments. Utilize MDE and ISD Guidance to ensure that only students with the most significant cognitive impairments are participating in the Alternative Assessment.	12/06/2023	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Old Mission Peninsula 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 Old Mission Peninsula School:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	85	1	1.2
Mathematics	86	1	1.2
Science	39	1	2.6
Social Studies	39	1	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

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

The IEP team uses a data driven review process to determine which students are on Essential Elements. The school has a small student population and last year we had one student on Essential Elements and taking the the alternate assessment and this put us over the 1%.

2024 Projected Participation Rate

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

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	62
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate for 2024	0%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education	Special Education teacher completed training on Sonday System - tier 3 intervention	08/22/2023	Completed
Special Education	Special Education teacher attended High Quality IEP training	10/19/2023	Completed
Special Education	Guidance and training materials about identifying when a student should take the alternate assessment will be emailed to special education staff. The content will be reviewed and additional questions answered at the next special education meeting.	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: The Greenspire 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 The Greenspire School:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	128	2	1.6
Mathematics	128	2	1.6
Science	60	0	0
Social Studies	59	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:

We are a charter school and have many students who enroll and have higher needs that require more intensive supports (special education). The students who take the alternate assessment transitioned in to Greenspire Middle or High School with that decision already made. The IEP team reviews the current data and determines if the decision about alternate assessment continues to make sense.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	3.4%%

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	136
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate for 2024	2.9%

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
Greenspire MS Special Ed Team	Greenspire MS special ed team meeting to review training materials from MDE regarding Alternate Assessment decisions, including a review the definition of significant cognitive disability and the process to determine who needs an alternate assessment and essential elements. Meeting will also include a review of current students signed up for Mi-ACCESS.	01/09/2024	Completed
Greenspire HS Special Ed Team	Greenspire HS special ed team meeting to review training materials from MDE regarding Alternate Assessment decisions, including a review the definition of significant cognitive disability and the process to determine who needs an alternate assessment and essential elements. Meeting will also include a review of current students signed up for Mi-ACCESS.	02/06/2024	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: Traverse City Area 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 Traverse City Area Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	4423	40	0.9
Mathematics	4426	41	0.9
Science	1931	22	1.1
Social Studies	1924	21	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:

Our district operates MICI classrooms at the elementary, middle school, and high school levels. Our IEP teams determine students who are on essential elements and those who will need to take an alternative assessment.

2024 Projected Participation Rate

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

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	5357
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	40
Projected Participation Rate for 2024	0.7%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Principals	1% Justification training for all principals	02/28/2024	Planned
Elementary Special Education Teachers	1% justification training for elementary special education teachers.	01/11/2024	Planned
Secondary Special Education Teachers	1% justification training for secondary special education teachers.	01/30/2024	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: Woodland 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 Woodland School:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	133	1	0.8
Mathematics	133	1	0.8
Science	47	1	2.1
Social Studies	47	1	2.1

☒ 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

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

The school has a small N-size of 136 students taking a summative assessment. 1 student took the alternate assessment in Science and Social Studies, which resulted in the 2.1% participation rate.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	0.7%%

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	136
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	0
Projected Participation Rate for 2024	0%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	Training completed with Special Education Teachers using the MDE Flowchart - "Should My Student Take the Alternate Assessment?"	08/29/2023	Completed
Special Education Teachers	December 5, 2023 Interactive Decision Making Tool was shared with staff	12/05/2023	Completed
Woodland Staff	NorthEd School Psychologist and Teacher Consultant are available to support the IEPT if considering exploring Essential Elements for a student with a disability	12/05/2023	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