

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

## ISD Name: Tuscola 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 Tuscola ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
<b>English Language Arts</b>	3725	61	1.6
<b>Mathematics</b>	3724	60	1.6
<b>Science</b>	1602	21	1.3
<b>Social Studies</b>	1592	11	0.7

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)	2

## 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
08/23/2023	Special Education Professional Development with all teachers, itinerants, and special education administrators - Watched the MDE Boot camp in regards to alternate assessments and reviewed the MDS interactive tool for determining state testing at: <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.htm">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.htm</a>
09/18/2023	Special Education Administrators meeting- provided technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.

**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
Akron-Fairgrove Schools	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.
Caro Community Schools	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.
Cass City Public Schools	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.
Kingston Community School District	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.
Mayville Community School District	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.
Millington Community Schools	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.
Reese Public Schools	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.
Unionville-Sebewaing Area S.D.	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.
Vassar Public Schools	09/18/2023	No tier II/Tier III in any of our local districts. As a proactive measure, I did provide technical assistance/training resources to local Special Education coordinators to train their local designated case managers and administrators.

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?

*Specific guidance in this area beyond the interactive tool would be helpful as we're training our staff.*

## **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: Tuscola 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 Tuscola ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	38	38	100
Mathematics	38	38	100
Science	13	13	100
Social Studies	3	3	100

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.

<b>Assessment Data Table</b>	<b>Number</b>
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	38
Total Number of students tested with MI-Access in grades 3-8 and 11.	38
Students from outside the district placed in district’s regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	0
<b>Adjusted Total</b>	38
<b>Adjusted Participation Number</b>	38
<b>Adjusted Rate</b>	100%

## 2024 Projected Participation Rate

<b>Projected Participation Rate 2023</b>	<b>Number</b>
<b>District’s Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	100%%

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

<b>Projected Participation Rate 2024</b>	<b>Number</b>
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	42
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	42
<b>Projected Participation Rate for 2024</b>	100%

## 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
Designated Case managers/administrators	Special Education Teacher Meeting, review the MDS interactive tool for determining state testing at: <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.htm">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.htm</a>	08/23/2023	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: Millington 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 Millington Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	555	5	0.9
Mathematics	555	5	0.9
Science	249	3	1.2
Social Studies	249	3	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:

*The students that took the alternate form for the State assessment were all cognitively impaired or functioned like a cognitively impaired student and the instruction provided to these students was more closely aligned to Michigan's alternate content standards. The team followed the State's guidance when making the IEP team decision related to the State 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>	%

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	551
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
<b>Projected Participation Rate for 2024</b>	0.7%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers, Related Service Providers	Department Meetings where the topic of IEP decision making in regards to the State assessment was provided. The decision making guidance provided by the State ( <a href="https://www.michigan.gov/-/media/Project/Websites/mde/2020/03/05/Should_My_Student_Take_the_Alternate_Assessment.pdf?rev=cac5374f0953407f8fc21b9c61b8b6d9">https://www.michigan.gov/-/media/Project/Websites/mde/2020/03/05/Should_My_Student_Take_the_Alternate_Assessment.pdf?rev=cac5374f0953407f8fc21b9c61b8b6d9</a> ) was also provided.	08/24/2023	Completed

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No

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

## Member District: Reese 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 Reese Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	379	5	1.3
Mathematics	379	5	1.3
Science	169	2	1.2
Social Studies	169	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:

*The IEP team meets annually to determine as a team if the student should participate in the general or alternative assessment. The IEP team uses the MDE supported state assessment tool to help guide this decision. However, the IEP team also takes into consideration the individual's disability, eligibility area, instructional level, and social/emotional needs while making these state assessment decisions. Reese Public School is smaller in size-with 379 total students participating in the state assessment 5 of which participated in the alternative assessment, based upon their IEP team decision. This puts the district at 0.3% over the 1% cap because of the smaller overall population of total participants in 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%%

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	387
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	5
<b>Projected Participation Rate for 2024</b>	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
Designated Case Managers	Special Education District Department Meeting, review the MDS interactive tool for determining state testing at: <a href="https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.htm">https://mdoe.state.mi.us/MDEDocuments/InteractiveDecision-MakingTool/index.htm</a>	02/07/2024	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