



Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2021-2022

ISD Name: Oakland Schools

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 2021 using MI-Access.

Data

Below are the 1% Participation Rates for Oakland Schools:

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 63835 | 968 | 1.5 |
| Mathematics | 63785 | 946 | 1.5 |
| Science | 23540 | 407 | 1.7 |
| Social Studies | 23172 | 203 | 0.9 |

| Data | Total |
|---|-------|
| Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) | 51 |
| 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 2021 using MI-Access (in grades 3-8 and 11) | 28 |

Technical Assistance and Professional Development

Tier I: Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2021 test year data and justification form review. Include any professional development and targeted assistance the ISD offered to all member districts, provided by MDE and/or the ISD and MDE together.

| Date Occurred | Summary of Technical Assistance and/or Professional Development |
|---------------|---|
| 09/11/2021 | Distribution of special education administrative calendar, which includes written announcements/reminders in multiple sections to review and execute Local Plan activities outlined in previous justification form. Calendar encourages administrators to train new staff (and refresh existing) on appropriate state assessment selection criteria. Calendar also referenced ISD and MDE resources and online tools. |
| 10/26/2021 | Provision of county-wide professional development (training series) on IEP development and implementation; Day 2 covered training on 1) federal mandate and state guidelines on state assessment selection, 2) analysis of county participation rates and performance data (including trend data), and 3) reference to ISD and MDE resources and online tools. Participation from all 28 LEAs and 4 PSAs participated, for a total of 110 participants. |
| 01/14/2022 | Provision of technical assistance to our special education administrators group on completion of justification form. TA included review of the federal mandate and state guidance criteria, reference to local data, impact of COVID on participation rate and other contributing factors, disproportionality and local plan ideas/suggestions. |

Tier II/III: Please provide a summary of technical assistance and/or professional development provided as a result of feedback from MDE regarding the 2021 test year data and justification form review. Include professional development and technical assistance the ISD provided for each specific member district that was flagged for disproportionality regarding assessment participation. Include technical assistance or professional development provided by MDE and/or the ISD and MDE together.

| Member District | Date Occurred | Summary of Technical Assistance and/or Professional Development |
|---------------------------------|---------------|---|
| Pontiac City School District | 01/28/2020 | Facilitated a district-wide data review of students designated to take MI-Access. We reviewed all students and identified any red flags that would warrant need for further IEP consideration (e.g., state criteria not met, surpassed standards, high incidence disability, etc.). |
| Hazel Park City School District | 01/05/2022 | Provided technical assistance to the three special education administrators. Assistance included the following: (1) Training on the federal mandate and state guidance, (2) review of state assessment performance from previous years, 3) review and feedback of local LRE rates (i.e., ed. environments) and local procedures/practices around placement decisions, and 4) local plan ideas/suggestions to address alternate assessment participation rates |
| Pontiac City School District | 01/21/2022 | Provided technical assistance to the district special education administrator and district assessment coordinator. Assistance included review of participation data, contributing factors and local plan suggestions. |
| West Bloomfield School District | 01/21/2022 | Provided technical assistance to the district's new special education administrator. Assistance included training on federal mandate and state guidance, review of local participation data and contributing factors and suggestions to local plan. |

What resources or support is needed from MDE for the ISD to carry out the plan?

Support from the MDE is not needed; online tools have supported the ISD and local districts

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 2021-2022

Member District: Oakland 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 Oakland Schools:

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 408 | 0 | 0 |
| Mathematics | 408 | 0 | 0 |
| Science | 338 | 0 | 0 |
| Social Studies | 337 | 0 | 0 |

Avondale School District (63070)

Instructions

This page uses data entered by Avondale School District (63070) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Avondale School District (63070):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 919 | 31 | 3.4 |
| Mathematics | 927 | 31 | 3.3 |
| Science | 254 | 16 | 6.3 |
| Social Studies | 248 | 9 | 3.6 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|---|---------------|---|-----------------------------------|
| Self-Contained Special Education Teachers | 8/17/2021 | MI-Access testing assessment selection procedures and facilitation - Back to School Compliance Professional Development | District Staff Teacher Consultant |
| Resource Room Special Education Teachers | 8/17/2021 | M-STEP assessment selection and accommodation selection refresher- Back to School Compliance Professional Development | District StaffTeacher Consultant |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

In the 2020-2021 school year, Avondale had 4,614 students enrolled in the district. In grades 3-8 & 11 there were 2,546 students enrolled. Students attended school virtually from September 2020-Mid February 2021 due to the Coronavirus Pandemic. Programming that remained in-person during this time took place in self-contained Post-High Adult Transition Classes, EI classrooms, ASD classrooms, CI classrooms, and ECSE classrooms. When the district moved back to in-person learning, parents were given the option to have their students return or remain attending school virtually. Lastly, the M-Step was voluntary last year so while the district had 2,546 students enrolled in the grades assessed roughly 927 students took the M-Step. This results in a difference of 1,619 who did not test. Had all students at the required grades tested the percent of students who took the MI-Access would be 1.2%

Please describe other justification:

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2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.6% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 1754 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 24 |
| Projected Participation Rate for 2022 | 1.4% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|-----------------------------|--|-----------|
| Special Education Teachers | Topic: Selection of State Assessments and Accommodations Method: Training will be in person. Staff will be taught the difference between M-Step and MiAccess. Staff will learn appropriate guidance when determining which assessment students should take. Staff will learn how to use the state-created decision tree when determining assessments. | 5/13/2022 |
| All Special Education Staff | Topic: Resources to help determine appropriate assessment Method: Guidance on determining appropriate state assessments and resources to help with this will be included in the weekly Department Newsletter | 1/24/2022 |
| All Special Education Staff | Topic: State Assessments Method: Information and resources will be added to the department's webpage resources and toolbox | 2/7/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

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Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

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ISD Comments

(required if ISD is returning to district for modifications)

A screenshot of a web-based document editor interface. The top of the interface features a toolbar with various icons for editing and formatting. The icons include: a pair of scissors (cut), a document with an arrow (copy), a document with a plus sign (paste), a left-pointing arrow (undo), a right-pointing arrow (redo), a dropdown menu with 'ABC' and a downward arrow (font face), bold (B), italic (I), underline (U), bulleted list, numbered list, decrease indent, increase indent, link, and unlink. Below the toolbar is a large, empty white rectangular area representing the document canvas. The entire interface is set against a light gray background.

Birmingham Public Schools (63010)

Instructions

This page uses data entered by Birmingham Public Schools (63010) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Birmingham Public Schools (63010):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 3059 | 62 | 2 |
| Mathematics | 3069 | 62 | 2 |
| Science | 969 | 27 | 2.8 |
| Social Studies | 949 | 13 | 1.4 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|--|---------------|---|----------------|
| Special Education Teachers | 2/5/2021 | Technical assistance using the Review of the "Should My Child Take the Alternative Assessments" flowchart | District Staff |
| Special Education Teachers, middle school counselors | 1/13/2021 | Technical assistance regarding MI-Access FI and SI | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input checked="" type="radio"/> | <input type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | 3069 |
| Total Number of students tested with MI-Access | 62 |
| Students in center-based program from outside district | 14 |
| Adjusted Total | 3055 |
| Adjusted Participation Number | 48 |
| Adjusted Rate | 1.6% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

There were a number of families who opted out of testing during the school year due to the in-person requirement for testing.

Please describe other justification:

BPS experienced an increase in enrollment of families with students who required alternative standards curriculum and programing. BPS also runs a county center program..

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.3% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 3802 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 62 |
| Projected Participation Rate for 2022 | 1.6% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|-------------------------------------|--|-----------|
| Selected Special Education Teachers | Alternative Math Curriculum aligned with Essential Elements | 1/21/2022 |
| Select Special Education Teachers | Unique Learning Systems - | 2/2/2022 |
| Select Special Education Teachers | Alternative Standards Report Cards | 4/29/2022 |
| Special Education Teachers | Opening Day Meeting topics: Hosting curriculum/programming Mapping Meetings for parents, 11 month IEPs, and IEP requirements | 8/24/2021 |
| Special Education Teachers | Review of state guidance relating to alternative assessment selection. Consideration of higher complexity standard | 9/30/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)



Hello, Regarding your Local Plan section - while this is certainly not a requirement, I wonder if the district would like to consider having caseload teachers or IEP teams review MIAccess performance data from previous year(s) to determine if students have surpassed the standards for which they were assessed. Doing so would support the teams with determining whether instructional changes may be needed to align with a higher complexity standard (e.g., student who has surpassed functional independence assessment and may now need exposure to instruction aligned to general content standards - which could later leading to assessment with the MSTEP). I also wonder if the district would like to add an annual review of state guidance on alternate assessment selection, to refresh current staff and develop new staff. Thank you for considering.

Bloomfield Hills Schools (63080)

Instructions

This page uses data entered by Bloomfield Hills Schools (63080) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Bloomfield Hills Schools (63080):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 2383 | 55 | 2.3 |
| Mathematics | 2390 | 50 | 2.1 |
| Science | 886 | 21 | 2.4 |
| Social Studies | 866 | 8 | 0.9 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|--|---------------|--|----------------|
| Special Education Teachers and Ancillary Staff | 4/9/2021 | Newsletters with training for staff using materials taken from MDE - Slidedeck - https://docs.google.com/presentation/d/1_ITVXdKSu3XctSiO4SK65QyeB_XcKXU0TrlfzKfyB1c/edit#slide=id.gcf3d0b9db7_0_0 | District Staff |
| Center Program Special Ed Teachers | 3/4/2021 | In-person PD for Center Program staff | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input checked="" type="radio"/> | <input type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | 2140 |
| Total Number of students tested with MI-Access | 58 |
| Students in center-based program from outside district | 29 |
| Adjusted Total | 2111 |
| Adjusted Participation Number | 29 |
| Adjusted Rate | 1.4% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

During the Spring 2021 assessment period, many parents decided to not send their students to school during in-person testing due to fears related to the COVID-19 pandemic. Students were unable to receive the vaccine at this time and COVID-19 numbers were still high. In April 2021, Bloomfield Hills had just returned to full-time in-person instruction however a fair number of students opted to remain in virtual learning. The Spring 2021 assessment year is not a fair representation of students achievement due to breaks in instruction and increased socio-emotional dysregulation related to the pandemic.

Due to varied needs related to the pandemic and multiple pivots/changes in learning modes, our annual training in State Assessment Selection was limited during the 2020/2021 school year.

Please describe other justification:

Bloomfield Hills School District operates two Center programs: Wing Lake Developmental Center for students educated in a SCI or SXI program and the Deaf and Hard of Hearing Program.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 3% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 2895 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 83 |
| Projected Participation Rate for 2022 | 2.9% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|--|---|------------|
| Special Education Teachers, Ancillary Staff and District Admin along with District Testing Coordinator | MIACCESS Newsletter via EMAIL; Included links to the State Assessment Selection materials along with slides showing the ESSA rules. LINK: https://docs.google.com/document/d/1R4Q2qRB8MRgAlbvUtczEUWRjAoo-PUM55OYPLVILQ0/edit?usp=sharing | 1/18/2022 |
| Special Education Instructional Coaches, Supervisor, and ISD Compliance Consultant, along with 2-5 special ed teachers | Caseload analysis of students currently assigned MI-ACCESS. Findings will be discussed in a small group (Coaches, Supervisor, and 2-5 teachers) and a plan will be developed for Coaches and the Special Ed Supervisor to meet with each building special education team, administrator, and testing coordinator to discuss findings, provide in-person training, and determine a plan of improvement/future needs. | 12/30/2022 |

Disproportionality

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input checked="" type="radio"/> | <input type="radio"/> |

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

| Disproportionate Sub-group | Subject | Plan |
|-----------------------------------|-----------------------|---|
| Economically Disadvantaged Status | English Language Arts | A small group of Instructional Coaches, special education teachers, special education supervisor, and an Oakland ISD Compliance Consultant will meet to review IEPs of students that are economically disadvantaged. A thorough records review will take place and the student assessment selection materials including the "Should My Student Take the Alternate Assessment" and the Decision Making Tools will be utilized. Building level special education meetings will occur with training for staff and time for caseload analysis. Any student found to not meet the criteria for MIACCESS (based on State guidelines) will be brought to the attention of the case manager for further discussion. |
| Economically Disadvantaged Status | Math | A small group of Instructional Coaches, special education teachers, special education supervisor, and an Oakland ISD Compliance Consultant will meet to review IEPs of students that are economically disadvantaged. A thorough records review will take place and the student assessment selection materials including the "Should My Student Take the Alternate Assessment" and the Decision Making Tools will be utilized. Building level special education meetings will occur with training for staff and time for caseload analysis. Any student found to not meet the criteria for MIACCESS (based on State guidelines) will be brought to the attention of the case manager for further discussion. |
| African American | Math | A small group of Instructional Coaches, special education teachers, special education supervisor, and an Oakland ISD Compliance Consultant will meet to review IEPs of students that are economically disadvantaged. A thorough records review will take place and the student assessment selection materials including the "Should My Student Take the Alternate Assessment" and the Decision Making Tools will be utilized. Building level special education meetings will occur with training for staff and time for caseload analysis. Any student found to not meet the criteria for MIACCESS (based on State guidelines) will be brought to the attention of the case manager for further discussion. |

Resources and Technical Assistance

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| 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? | <input checked="" type="radio"/> | <input type="radio"/> |

Please detail the need for additional resources and technical assistance.

Technical assistance is needed from Oakland ISD Compliance Department to conduct training and educational benefit review of all students assigned MI-ACCESS. Bloomfield Hills has already been in contact with Oakland ISD to set up meetings/trainings for Spring 2022.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

The COVID-19 pandemic interrupted our work with regards to providing additional training and support to special education staff. Now that we are no longer contact tracing and quarantining students, we can get back to the work that is truly important and that is meeting students where they are at and providing them every opportunity to meet their highest potential which includes having access to the same State Assessments as their typically developing peers to the greatest extent possible. We are looking forward to restarting this important work.

ISD Comments

(required if ISD is returning to district for modifications)

Bradford Academy (63917)

Instructions

This page uses data entered by Bradford Academy (63917) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Bradford Academy (63917):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 349 | 8 | 2.3 |
| Mathematics | 346 | 8 | 2.3 |
| Science | 107 | 3 | 2.8 |
| Social Studies | 108 | 3 | 2.8 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|-------------------------|---------------|---|---|
| Special Education Teams | 12/4/2020 | What is MIACCESS, data dive, and 1%, flow chart | District Staff Sarah Vander Baan and Nick Stage |
| Leaders | 10/15/2021 | What is MIACCESS, data dive, and 1%, flow chart | District Staff Sarah Vander Baan |

Contributing Factors

| Question | Yes | No |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input checked="" type="radio"/> |
| 8 or more students took MI-Access. | <input checked="" type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Based on a review, COVID did not impact the team to decide if MI-ACCESS was the assessment individual student's take.

Please describe other justification:

Bradford has a higher number of students with cognitive impairments who take MIACCESS.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 2.1% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 494 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 11 |
| Projected Participation Rate for 2022 | 2.2% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|-------------------------|--|-----------|
| special education staff | What is MIACCESS, looking at our current data, 1% info, parent 1 pager on MIACCESS | 3/4/2022 |
| Leaders | What is MIACCESS, looking at our current data, 1% info, parent 1 pager on MIACCESS | 2/22/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

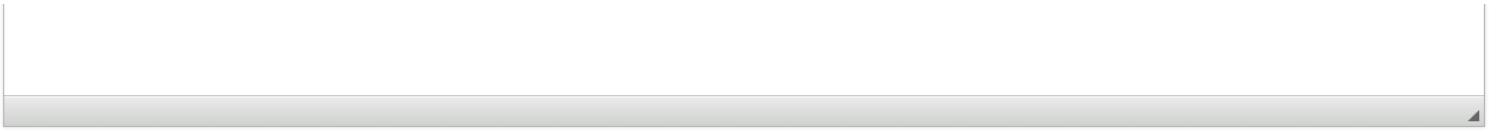
Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)



Clarkston Community School District (63190)

Instructions

This page uses data entered by Clarkston Community School District (63190) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Clarkston Community School District (63190):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 2986 | 52 | 1.7 |
| Mathematics | 2968 | 52 | 1.8 |
| Science | 1121 | 26 | 2.3 |
| Social Studies | 1100 | 11 | 1 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|----------|---------------|---|--|
| Staff | 1/11/2021 | Information regarding Spring 2021 State Assessments via email | District Staff Cathy Christopher and Katie LaMay |
| Staff | 1/11/2021 | Online resources and training for teams including the Interactive Decision-Making Tool, Flow chart to use when selecting appropriate assessments for each student; MI-Access SI and P Administration and Scoring Rubric | District StaffCathy Christopher and Katie LaMay |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

| |
|--|
| |
|--|

Please describe other justification:

Clarkston Community Schools operates its own programs for students who have cognitive impairments and autism spectrum disorder allowing the district to only utilize center-based programs on a limited basis for its students. Therefore, Clarkston has an increased number of students who are kept within the district rather than them being included in center-based program which is a contributing factor.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.5% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 4035 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 68 |
| Projected Participation Rate for 2022 | 1.7% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|----------|--|-----------|
| Staff | Face to face training/live ZOOM training regarding state assessment guidelines and requirements; reviewing students who have consistently exceeded standards; alignment between instructional standards and the assessment selected for students | 3/11/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)



Clawson Public Schools (63270)

Instructions

This page uses data entered by Clawson Public Schools (63270) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Clawson Public Schools (63270):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 500 | 12 | 2.4 |
| Mathematics | 500 | 13 | 2.6 |
| Science | 219 | 7 | 3.2 |
| Social Studies | 213 | 1 | 0.5 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|----------------------------|---------------|-------------------------------|----------------|
| Special Education Teachers | 9/9/2020 | State assessment selection | District Staff |
| Special Education Teachers | 11/10/2020 | State assessment selection | District Staff |

Contributing Factors

| Question | Yes | No |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input checked="" type="radio"/> |
| 8 or more students took MI-Access. | <input checked="" type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input checked="" type="radio"/> | <input type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | 500 |
| Total Number of students tested with MI-Access | 13 |
| Students in center-based program from outside district | 6 |
| Adjusted Total | 494 |
| Adjusted Participation Number | 7 |
| Adjusted Rate | 1.4% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

| |
|---|
| Due to the pandemic Clawson had about 33% of the students electing to learn remotely. These students were allowed to come into the building to take state assessments. Few students elected to come in to take the state assessments. This resulted in a lower number of students being assessed. This smaller number of assessed students increases Clawson's percentage of students taking an alternate assessment. |
|---|

Please describe other justification:

| |
|--|
| Clawson operates a center program that includes students from other districts. This increases the number of students Clawson selects an alternate assessment |
|--|



Farmington Public School District (63200)

Instructions

This page uses data entered by Farmington Public School District (63200) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Farmington Public School District (63200):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 3225 | 40 | 1.2 |
| Mathematics | 3230 | 40 | 1.2 |
| Science | 1314 | 27 | 2.1 |
| Social Studies | 1286 | 7 | 0.5 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|---|---------------|--|----------------|
| District & Building MIAccess coordinators | 11/19/2020 | Written communication / Email decision tree | District Staff |
| Teachers | 3/3/2022 | Teacher PLT meeting, discussion of decision tree | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input checked="" type="radio"/> | <input type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | 3230 |
| Total Number of students tested with MI-Access | 40 |
| Students in center-based program from outside district | 0 |
| Adjusted Total | 3230 |
| Adjusted Participation Number | 40 |
| Adjusted Rate | 1.2% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Due to the impact virtual or remote instruction, many of our families did not make their child available for state assessment. We had approximately 2/3 of our total population take the summative assessment. However, more than 2/3 of our students instructed on modified curriculum (Essential Elements) were in person during the testing window. However, none of the out of district students were tested due to the fact that the parents did not make them available.

Please describe other justification:

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.6% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 5282 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 67 |
| Projected Participation Rate for 2022 | 1.3% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|------------------------------------|---|-----------|
| Ancillary / related services staff | Virtual professional development during Ancillary staff meeting | 1/26/2022 |
| Teacher PLTs | Data reviews for Alternate State Assessment | 2/25/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

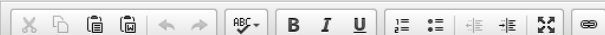
| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

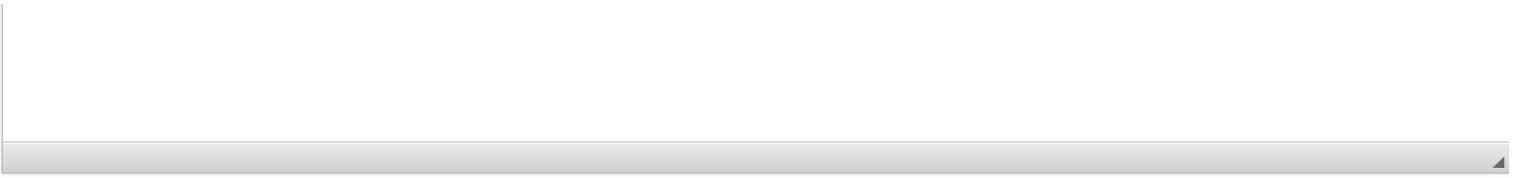
District Comments

The decision regarding state assessments are always made by the IEP team (including discussion with parents).

ISD Comments

(required if ISD is returning to district for modifications)





Ferndale Public Schools (63020)

Instructions

This page uses data entered by Ferndale Public Schools (63020) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Ferndale Public Schools (63020):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 643 | 14 | 2.2 |
| Mathematics | 644 | 11 | 1.7 |
| Science | 214 | 2 | 0.9 |
| Social Studies | 213 | 2 | 0.9 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|--|---------------|--|---|
| special education teachers and ancillary providers | 8/24/2020 | Information shared re: MDE guidelines for selecting the appropriate state assessment and considerations for the alternate assessment as part of annual return to school DPPD | Other Natalie Kulikowski- SE Director |
| special education teachers and ancillary staff | 2/10/2021 | Building special ed teams reviewed MDE state assessment guidelines/ info as part of professional learning communities | OtherSpecial Education Instructional Lead Teachers and building teams |

Contributing Factors

| Question | Yes | No |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

During the 20/21 school year we made in person instruction available for our special education self contained classes. As a result, we had a greater portion of our special education students testing in the spring in proportion to our general education students, who were virtual. Many of the parents of the virtual students chose to keep their students home and not participate in spring testing

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.2% |

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 1879 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 13 |
| Projected Participation Rate for 2022 | 0.7% |

| Audience | Topics and Method of Training | Date |
|--------------------------------------|--|-----------|
| FPS Special Education Teachers/ PLCs | All FPS special education teachers and ancillary staff will receive training on the MDE guidelines for selecting the appropriate state assessment (PLCs/ SE building teams will complete the MDE online training module re: alternate assessments and review the MDE flowchart, Should My Student Take the Alternate Assessment), in beginning of the year Aug 2022 special education professional development and also in the month of Feb. 2022. | 2/28/2022 |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |



Grand River Academy (82757)

Instructions

This page uses data entered by Grand River Academy (82757) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Grand River Academy (82757):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 368 | 5 | 1.4 |
| Mathematics | 363 | 5 | 1.4 |
| Science | 111 | 0 | 0 |
| Social Studies | 108 | 0 | 0 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|----------------------------|---------------|---|------------------------------|
| Special education teachers | 9/17/2021 | Utilizing Unique Learning System and N2Y to deliver lessons that are aligned with the Michigan Essential Elements | Other ULS |
| Administrators | 8/18/2021 | Information Session - Alt Assessment Participation | District StaffStacie O'Neill |

Contributing Factors

| Question | Yes | No |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/> |
| Fewer than 8 students took MI-Access. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Testing participation was much lower as a district during the pandemic, of all students.

Please describe other justification:

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.6% |

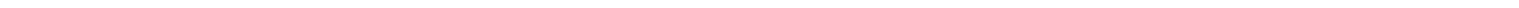
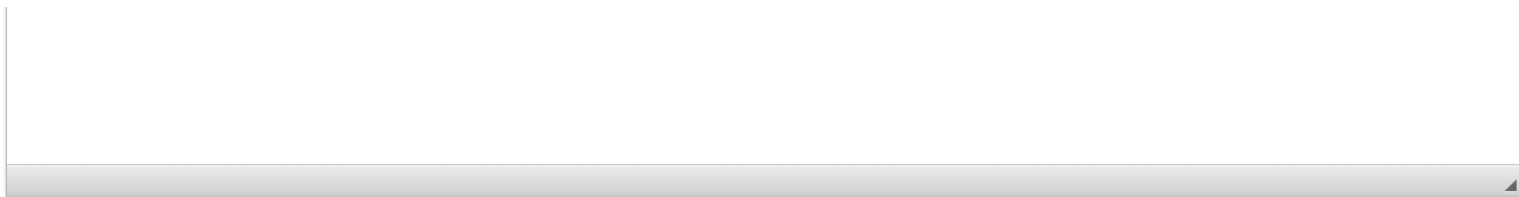
| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 466 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 7 |
| Projected Participation Rate for 2022 | 1.5% |

| Audience | Topics and Method of Training | Date |
|----------------------------|--|----------|
| Special education teachers | Planning for Specialized Instruction - Online Module | 5/4/2022 |
| Parents | MDE interactive decision making tool - Information session | 5/4/2022 |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |



Hazel Park City School District (63130)

Instructions

This page uses data entered by Hazel Park City School District (63130) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Hazel Park City School District (63130):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 648 | 38 | 5.9 |
| Mathematics | 650 | 33 | 5.1 |
| Science | 253 | 11 | 4.3 |
| Social Studies | 246 | 5 | 2 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|-----------------------------|---------------|--|----------------|
| Special Education teachers | 1/20/2021 | MIAccess testing presentation that reviewed the state guidance - IEP team decision making; 3 levels of testing; self-contained program participation; state guidelines when deciding if students will take Miaccess/levels | District Staff |
| All Special Education staff | 1/10/2021 | Staff memo information (weekly) to include updates on MIAccess testing, preparation document included in this memo | District Staff |
| Special Education teachers | 2/7/2021 | MIAccess Data Dig tool provided to staff who administer MIAccess to students in self-contained programs/Edison Center Program. Staff analyzed their caseload to ensure assessment match. | District Staff |
| Special Education teachers | 1/24/2021 | Staff memo to include a bulleted Q&A list for MIAccess; presentation; preparation document (second time provided) | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input checked="" type="radio"/> | <input type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | 650 |
| Total Number of students tested with MI-Access | 38 |
| Students in center-based program from outside district | 13 |
| Adjusted Total | 637 |
| Adjusted Participation Number | 25 |
| Adjusted Rate | 3.9% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

- Our students in 11th grade were not in person in the Spring of 2021 due to the COVID pandemic.
- The District's projected number of students to test was 1,381; 650 tested overall across the District.
- Due to the pandemic, some parents elected not to have their children return to test in person for the Spring State assessments
- Due to the pandemic, our District was experiencing a high level of student absences which had a direct impact on whether or not tests were completed.
- Due to the pandemic, the State provided leeway on testing; Hazel Park provided an optional testing platform to parents.

Please describe other justification:

In addition, Hazel Park educates students with severe and multiple impairments, autism and cognitive impairments in categorical programs. Most, if not all students in these programs, participate in the alternate testing. Instruction is aligned to alternate standards. Hazel Park has a high number of students with significant disabilities. It is a small district with enrollment averaging 2,100 students. Hazel Park is a school of choice school district; we enroll a number of students with IEP's from various districts, some with significant deficits, which necessitates the alternate testing option given previous data coming in. Hazel Park enrolls students under SOC who present with data that shows to be inaccurate after comprehensive evaluations for the students best interest and education.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 3.3% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 1293 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 43 |
| Projected Participation Rate for 2022 | 3.3% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|-------------------------|---|-----------|
| Special Education staff | Miaccess selection (powerpoint - use previous one)/ staff memos dates/times | 2/10/2022 |
| Special Education staff | Using data to select Miaccess or MStep (training sessions) | 2/10/2022 |
| Special Education staff | Review criteria and process for categorical programs for LRE (training sessions/ referral and criteria forms) with psychs on 1.14.22. Training with SE staff on 2.7 and 2.10 2022 | 1/14/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|----------|-----|----|
| | | |

Holly Area School District (63210)

Instructions

This page uses data entered by Holly Area School District (63210) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Holly Area School District (63210):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 1221 | 26 | 2.1 |
| Mathematics | 1221 | 24 | 2 |
| Science | 492 | 14 | 2.8 |
| Social Studies | 489 | 9 | 1.8 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|---------------------------|---------------|--|----------------|
| Special Education Teacher | 9/25/2020 | Selection of alternate assessments- reviewed MDE guidance form | District Staff |
| Administrators | 9/9/2020 | Selection of alternate assessments- reviewed MDE guidance form | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Holly Area Schools had approximately 350 students that did not test last year, though they were expected to, and this contributed to an increased (or inflated) participation rate.

Please describe other justification:

Holly Area Schools has CI programs at every level: elementary, middle school, and high school. We also have an SCI program at the high school. Lastly, we also have students who are eligible under ASD where the MSTEP does not present as appropriate based on student present level academic need.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.4% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 1579 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 17 |
| Projected Participation Rate for 2022 | 1.1% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|----------------------------|---|-----------|
| Administrators/SE teachers | Reviewed MDE's document regarding the selection process for alternate state assessments | 9/24/2021 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)

Hello, During Spring 2021, I am wondering if all students who were enrolled in grades 3-8 and 11 took a state assessment. Given the voluntary nature of the situation (i.e., COVID related issues), a lower overall total of test takers may have impacted your participation rate. I ask because your projected 2021 rate was 1.4 but your reality was over 2%. If you had less students test than were supposed to, your rate may have been

or test errors may have impacted your participation rate. I ask because your projected 2021 rate was 1.4 but your team's was over 2.0. If you had less students test than were supposed to, your rate may have been impacted and could be used as justification. If this is true, please consider completing that justification in the Contributing Factors section. If not, than I will review/accept. Thanks! Shelley

body

Huron Valley Schools (63220)

Instructions

This page uses data entered by Huron Valley Schools (63220) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Huron Valley Schools (63220):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 3346 | 59 | 1.8 |
| Mathematics | 3356 | 59 | 1.8 |
| Science | 1503 | 31 | 2.1 |
| Social Studies | 1462 | 14 | 1 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|--|---------------|---|--|
| Special Education Teachers | 1/7/2021 | Oakland Schools documents of linking assessments and direct instruction to identification. Also, if a student has passed, or surpassed the assessment provided within the choices of MIAccess, review and consider the next level of rigor for state assessment. | District Staff Teri Thompson, Jessica Cohen |
| District Assessment Coordinator Training | 3/10/2021 | Each bldg coordinator received training on the process of identification, testing norms and assessment integrity support. This also included the dissemination, collection and ongoing support to ensure each student was provided the accurate assessment per the IEP. | District Staff Lena Nemeth |
| Teaching Learning Technology District Team | 1/13/2021 | 1% Cap handout from OS and the MDE, purpose of monitoring, process for identification of MIAccess, outcomes/adjustments when students demonstrate success. | District Staff Teri Thompson |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

| |
|---|
| Students were tested to the greatest extent based on those who were in-person learning during COVID. Students who were enrolled in the Huron Valley Virtual Academy were provided a test date, but testing was not mandatory. |
|---|

Please describe other justification:

We have decreased center-based student participation from 53 to 18 students. All of the students who've returned from center have an IEP indicating the MiAccess assessment is the appropriate test for the school year.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 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 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 4168 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 77 |
| Projected Participation Rate for 2022 | 1.8% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|----------------------------|--|-----------|
| Service providers | Review MDE guidance and factors to consider when selecting alternate testing. Guidance documents will be emailed out to the department and reinforced through cohort meetings. | 2/9/2022 |
| Administrative team review | Share Oakland Schools/MDE guidance document to review significance of determining assessment identification for students on an IEP to ensure direct instruction aligns to appropriate assessments. Additionally, review with building assessment coordinators to ensure accuracy and identification of student assessment selection. | 2/10/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

Annually there is a review of the importance that LRE, IEP and specifically the direct instruction that each student receive be aligned with the assessment. Additionally, where there is demonstrated student success on MiAccess, it is outlined and encouraged that caseload teachers review and ensure student growth continues to align to future assessments. Meaning, staff are encouraged to appropriately stretch students and level-up where there is evidence the student is mastering content and could engage in more rigorous assessment opportunities.

ISD Comments

(required if ISD is returning to district for modifications)

A screenshot of a rich text editor interface. The top toolbar contains icons for cut, copy, paste, undo, redo, a font color dropdown (showing 'ABC'), bold, italic, underline, bulleted list, numbered list, decrease indent, increase indent, link, and unlink. Below the toolbar is a large, empty white text area. At the bottom of the editor is a dark gray footer bar.

Lake Orion Community Schools (63230)

Instructions

This page uses data entered by Lake Orion Community Schools (63230) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Lake Orion Community Schools (63230):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 3171 | 49 | 1.5 |
| Mathematics | 3166 | 49 | 1.5 |
| Science | 1175 | 20 | 1.7 |
| Social Studies | 1149 | 15 | 1.3 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|---------------------|---------------|--|---|
| Special Ed Teachers | 8/31/2021 | Reviewed flowchart created by MDE | District Staff SPECIAL EDUCATION Director |
| Special Ed staff | 1/18/2022 | Flowchart sent to all staff as a reminder to review each year and for each IEP | District StaffDirector |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input checked="" type="radio"/> | <input type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | 3171 |
| Total Number of students tested with MI-Access | 49 |
| Students in center-based program from outside district | 7 |
| Adjusted Total | 3164 |
| Adjusted Participation Number | 42 |
| Adjusted Rate | 1.3% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

none

Please describe other justification:

All students in the ASD center are educated using the alternate standards and assessed with the alternate assessment due to their abilities.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 2.1% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 4950 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 65 |
| Projected Participation Rate for 2022 | 1.3% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|---------------------|--|-----------|
| Special Ed Teachers | All staff use the MDE flowchart when making the decision for a state assessment in the IEP | 8/31/2021 |
| Special Ed Teachers | caseload providers or other designee(s) will review all students who took MI-Access and 1) determine if they meet each of the state's criteria for participation and 2) review the student's previous assessment performance to determine if they surpassed the standards for which they were assessed (and therefore, would benefit from instructional changes and ultimately changes to their assessment designation). | 2/1/2022 |

Disproportionality

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input checked="" type="radio"/> | <input type="radio"/> |

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

| Disproportionate Sub-group | Subject | Plan |
|-----------------------------------|-----------------------|--|
| Economically Disadvantaged Status | English Language Arts | All students receive research based intervention/strategies to address literacy, all staff use the MDE flowchart in the IEP to make decisions based on state assessments. Students receive instruction in this area daily. |
| Economically Disadvantaged Status | Math | All students receive research based intervention/strategies to address math, all staff use the MDE flowchart in the IEP to make decisions based on state assessments. Students receive instruction in this area daily. |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)

ABC

B

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U

Hello, Thank you for your submission. As a consideration for your Local Plan, to address disproportionality, I am hoping the district will consider adding the following activity - have caseload providers or other designee(s) review all students who took MI-Access and 1) determine if they meet each of the state's criteria for participation and 2) review the student's previous assessment performance to determine if they surpassed the standards for which they were assessed (and therefore, would benefit from instructional changes and ultimately changes to their assessment designation). The ISD has a written data review process that can be shared, if interested. Thank you for this consideration.

Lamphere Public Schools (63280)

Instructions

This page uses data entered by Lamphere Public Schools (63280) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Lamphere Public Schools (63280):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 742 | 19 | 2.6 |
| Mathematics | 732 | 19 | 2.6 |
| Science | 205 | 9 | 4.4 |
| Social Studies | 187 | 1 | 0.5 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|------------------------------------|---------------|---|----------------|
| Special Education Department staff | 8/30/2021 | Shared the state guidance documents on selecting alternative assessments. https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf | District Staff |
| Parents | 8/30/2021 | Shared the state guidance documents on selecting alternative assessments. This included the video. https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf | OtherParents |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input checked="" type="radio"/> | <input type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | 732 |
| Total Number of students tested with MI-Access | 19 |
| Students in center-based program from outside district | 5 |
| Adjusted Total | 727 |
| Adjusted Participation Number | 14 |
| Adjusted Rate | 1.9% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Our number of students as a district would have been higher. Some of the online learners did not test because their families chose not to do it.

Please describe other justification:

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.9% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 1171 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 28 |
| Projected Participation Rate for 2022 | 2.4% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|-------------------------------------|---|-----------|
| Special Education Staff and Parents | Understanding which students cannot withstand the rigor of a curriculum aligned with the state requirements and needs aligns with the extended essential elements. Helping staff make the determinations regarding which level of MI-Access students require. https://www.michigan.gov/documents/mde/Should_My_Student_Take_the_Alternate_Assessment_556705_7.pdf Additionally, Lamphere Special Education Administrators review every IEP written. When cross-referencing the PLAAFP in the student's IEP to ensure the assessment selected was appropriately made. | 8/29/2022 |
| Special Education Staff | The special education staff and administrators analyze the MiAccess performance scores to determine if the essential standards have been achieved and make changes to the instructional rigor where appropriate. | |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)



Hello, In the Professional Development section, can you identify the documents that were shared? Was it the state guidance on alternate assessment selection? Also, for the Local Plan section, how will you ensure that staff use the state guidelines for selection? The guidance document? The state also has an online decision making tool on their MiAccess website that can be utilized at the IEP table when those decisions are being considered. I also wonder if you want to add that staff will analyze MiAccess performance scores to determine if the essential standards have been achieved and make changes to the instructional rigor where appropriate. Thanks for this consideration. Shelley

Madison District Public Schools (63140)

Instructions

This page uses data entered by Madison District Public Schools (63140) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Madison District Public Schools (63140):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 275 | 3 | 1.1 |
| Mathematics | 278 | 3 | 1.1 |
| Science | 112 | 0 | 0 |
| Social Studies | 111 | 0 | 0 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|-------------------------|---------------|---|----------------|
| Special Education Staff | 6/8/2020 | Staff was provided a hard copy of the state guidance decision making tool and worked through a sample IEP to determine if MI -Access was appropriate for sample student | District Staff |
| special education staff | 6/8/2020 | Introduced the Assessment Selection guidance interactive decision-making tool | District Staff |

Contributing Factors

| Question | Yes | No |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/> |
| Fewer than 8 students took MI-Access. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

| |
|---|
| Fewer students were tested due to students remaining in a remote learning environment and opting out the the test. In Spring 2020, 578 students were eligible for testing, however only 275 were tested. These unexpected numbers skewed the percent of students being tested with MI-Access. |
|---|

Please describe other justification:

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 0.8% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 451 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 3 |
| Projected Participation Rate for 2022 | 0.7% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|----------------------------|---|----------|
| special education teachers | Provide training on using the alternate assessment guide, review assessment data to determine if students are able to move to MSTEP | 2/7/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

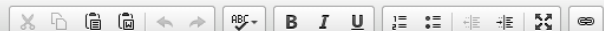
Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

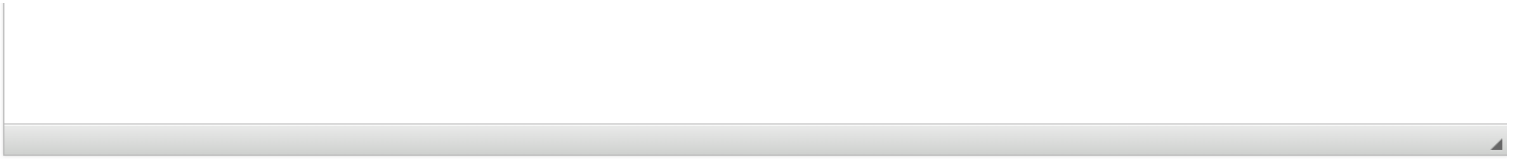
District Comments

ISD Comments

(required if ISD is returning to district for modifications)



Local plan reflects "...review state assessment data..." not "date".



Michigan Virtual Charter Academy (41925)

Instructions

This page uses data entered by Michigan Virtual Charter Academy (41925) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Michigan Virtual Charter Academy (41925):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 269 | 8 | 3 |
| Mathematics | 265 | 8 | 3 |
| Science | 136 | 5 | 3.7 |
| Social Studies | 135 | 2 | 1.5 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|----------------------------|---------------|---|----------------|
| Special Education Teachers | 8/18/2020 | Professional development with special education teachers. Part of this was reviewing the state guidance documents for how to choose what assessment is right for their students. | District Staff |
| Special Education Teachers | 8/19/2020 | Professional development with special education teachers. Part of this was reviewing our Sharepoint site and where they can find information on MDE's guidance on how to choose between MIACCESS and MSTEP and which MIACCESS assessment to choose. | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

State testing requirements for participation were waived during the 2020-2021 school year. Students were given the option to test but it was not mandated that they do so. MVCA is a virtual school and many students have enrolled here because they are concerned about safety during the pandemic and do not want to be in a brick and mortar school. Students who take the MIACCESS test are often our most medically vulnerable students. So many MVCA families chose not to attend their testing site and test. Again, since we are virtual and students school from home, they have to leave go to a testing site to test which was challenging for them during the pandemic and families felt it was putting their students health and safety at risk to have them take the state assessments. This skewed our participation rates as only about a 1/3 of our school tested and it is not a representative sample of the entire district.

Please describe other justification:

Since so few students at MVCA tested, the percentage of students taking MIACCESS appears much higher than it would if more of the students had tested. MVCA had about 3,100 students at the time and less than 25% took a state assessment. This means that the percentage who took MIACCESS is not a representative sample of the entire student body. Had more students tested the MIACCESS percentage would have been lower.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 2.7% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 1777 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 39 |
| Projected Participation Rate for 2022 | 2.2% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|------------------------------|--|-----------|
| Special Education Teachers | Training special education teachers, especially new staff, on what each test involves and how to pick which one a student should take. How to know when a student is ready to try MSTEP verses continuing with MIACCESS. Will happen during half day PD, MDE guidance will be shared as well. | 3/16/2022 |
| IEP District Representatives | Training of District Representatives on how to help explain to an IEP team the difference between MIACCESS and MSTEP, and how to choose which MIACCESS test is appropriate for a student. | 1/28/2022 |
| Special Education Teachers | Have caseload providers or IEP team review all students who took Functional Independence in previous years(s) to examine and identify any students who surpassed the standards for which they were assessed. Using this information the team will determine whether any students are ready to take the MSTEP test. | 6/20/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

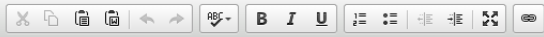
| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

At each IEP meeting, the type of assessment a student should take for state assessments is reviewed by the IEP team and a test is decided upon. Parents are made aware that choosing MIACCESS means the student is not taking the typical state assessment. MVCA works hard to make sure all students who are capable of taking the MSTEP are assigned to it. Because our school is virtual and students learn from home, many families with students who take MIACCESS choose our school for safety reasons. This can lead to a higher percentage of MIACCESS testers as there are only a few fully virtual school options in Michigan that offer live classes like MVCA.

ISD Comments

(required if ISD is returning to district for modifications)



Hello, Thank you for your submission. As a consideration for your Local Plan, I am hoping MVCA will consider adding the following activity - Have caseload providers or IEP team review all students who took Functional Independence in previous years(s) to examine and identify any students who surpassed the standards for which they were assessed. Such students have demonstrated a level of proficiency that would necessitate a need to increase the instructional rigor to better align with a higher range of complexity. In other words, these students would benefit from increased exposure to the general instruction that is aligned to the general content standards (and then later assessed with the general assessment - MSTEP). The ISD appreciates your consideration of this.

Oak Park City School District (63250)

Instructions

This page uses data entered by Oak Park City School District (63250) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Oak Park City School District (63250):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 580 | 20 | 3.4 |
| Mathematics | 572 | 20 | 3.5 |
| Science | 187 | 5 | 2.7 |
| Social Studies | 184 | 4 | 2.2 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|--------------------------------|---------------|---|---------------------------------|
| Special Ed Department | 1/22/2021 | Department staff meetings- flowchart with decision making tree from MDE was reviewed & discussed. | District Staff Ericka Watson |
| Middle School Special Ed Staff | 12/14/2020 | Email sent to staff with MDE flowchart attached. | District Staff Ericka Watson |
| Elementary Special Ed Staff | 12/7/2020 | Email sent to staff with MDE flowchart attached. | District Staff Ericka Watson |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Oak Park Schools was virtual until April 2021. At that time, students could choose to come in person or remain virtual. Many students stayed at home.

Please describe other justification:

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 2.7% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 1832 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 56 |
| Projected Participation Rate for 2022 | 3.1% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|------------------------------|---|-----------|
| Special Education Department | Training on proper identification of students for special education, particularly with those who are being evaluated for lower incidence disabilities like ASD & CI. We are also evaluating our self-contained programs and devising entrance/exit criteria for students. | 5/31/2022 |
| Self-contained programs | Review students taking MI-ACCESS, their data & the state criteria to determine the appropriate level of MI-ACCESS and if they are able to take M-STEP instead. | 5/31/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

This is my first year as the Director in Oak Park. I am working with Oakland Schools to help us audit our practices & programs to increase compliance as a whole. I am working to evaluate our special education program effectiveness and provide additional curricular resources & structures to teachers. Professional development is provided monthly to the entire special education department on matters of compliance.

ISD Comments

(required if ISD is returning to district for modifications)

[illegible]

Oakside Prep Academy (63909)

Instructions

This page uses data entered by Oakside Prep Academy (63909) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Oakside Prep Academy (63909):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 371 | 3 | 0.8 |
| Mathematics | 367 | 3 | 0.8 |
| Science | 107 | 0 | 0 |
| Social Studies | 108 | 2 | 1.9 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|-----------------------|---------------|--|----------------|
| Oakside SE Department | 9/27/2021 | Review MDE document "Should my student take the alternate assessment flowchart?" | District Staff |
| Oakside SE Department | 9/27/2021 | Review internal process and data required for the IEP team to make an informed decision to move students from CCSS to Essential Elements- this includes reviewing students currently using EE for standards and appropriateness of EE. | District Staff |

Contributing Factors

| Question | Yes | No |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input checked="" type="radio"/> | <input type="radio"/> |
| Fewer than 8 students took MI-Access. | <input checked="" type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

The 2 students that participated in MI-Access in the 20/21 School Year were using the essential elements and taking MI-Access prior to the 2020 Covid-19 outbreak.

Please describe other justification:

Internal district documents guide IEP teams in collecting appropriate data that will inform the IEP team's decision to move a student from using CCSS to Essential Elements. Only students who receive Essential Elements as their standards of instruction will be considered candidates for MI-Access and only in the specific content areas that Essential Elements are used.

Data Sources IEP teams are encouraged to consider include, but are not limited to:

Previous performance on State Assessments

Performance on district assessments (NWEA and NHA interim assessments, AIMS Web)

Teacher input - both GE and SE providers

Student Present Level-consideration to the grade level the student is enrolled and the grade level the student is able to receive quality and meaningful instruction

Evidence of robust accommodations supplementary aids/supports that were used with fidelity prior to moving the student from CCSS to EE.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 0.6% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 523 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 0 |
| Projected Participation Rate for 2022 | 0% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|------------------------------------|---|-----------|
| Oakside SE Team and administration | Review MDE document-Should my student take the alternate assessments? Review internal processes and required data sources when an IEP team is considering moving a student over to the Essential Elements. This included a review of how the teacher of record (if the student is using EE) will demonstrate HQ teaching status in each subject area of EE the student is using. | 9/16/2021 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

Oakside SE team also ensures that transfer students (that are slated to take MI-Access) are appropriately assigned to the correct state assessment. If/when the transfer IEP does not indicate that the student is being instructed with the Essential Elements, the IEP team selects option B to use the 30 school day timeline to gather appropriate and current data to make an informed decision. Students who have not demonstrated the need for Essential Elements to be their learning standards are not candidates for MI-Access consideration by the IEP team.

ISD Comments

(required if ISD is returning to district for modifications)

Hello, In looking at the 2021 projection (0.6%) and the reality of 1.9% for social studies, I am wondering if all of your students who were enrolled in grades 5, 8 & 11 (who took Social Studies) actually tested in 2021. The Data section indicates 108 students tested and 2 took MIAccess. Can you look at your enrollment last year to see if the voluntary nature of the assessment (i.e., due to COVID) impacted your participation rate in social studies? In other words, were there more than 108 students designated to take a state assessment in grades 5, 8, and 11? Also check to see if more than 2 students were designated to take the alternate assessment in grades 5, 8, and 11. Doing so may help justify why the school exceeded 1% in the social studies area. After review of this information, please consider whether it applies to the COVID justification section under Contributing Factors. Feel free to call 248.209.2492 to talk through. Thanks!

Oxford Community Schools (63110)

Instructions

This page uses data entered by Oxford Community Schools (63110) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Oxford Community Schools (63110):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 2229 | 29 | 1.3 |
| Mathematics | 2223 | 26 | 1.2 |
| Science | 970 | 14 | 1.4 |
| Social Studies | 958 | 7 | 0.7 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|-----------|---------------|---|----------------|
| IEP Teams | 3/3/2021 | MI-Access Administration Training | MDE |
| IEP Teams | 8/16/2021 | Listed on our district shared drive; Staff are referred throughout the year | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Participation was impacted by the voluntary nature of state assessment. Our projected participation rate was 0.7%. If all students would have tested, our ratio would have been within the limit.

Please describe other justification:

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 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 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 5817 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 37 |
| Projected Participation Rate for 2022 | 0.6% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|-----------|---|-----------|
| IEP Teams | I plan to provide the MDE guidance flowchart in monthly newsletter. I also plan to refresh/review staff at the beginning of each year regarding state guidelines. I will also refer staff to on-demand videos located on our ISD webpage. | 1/17/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

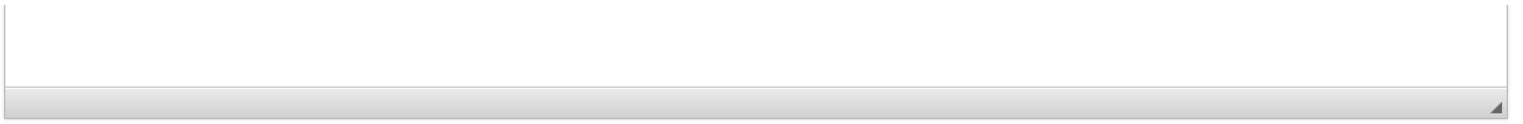
Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)



Pontiac City School District (63030)

Instructions

This page uses data entered by Pontiac City School District (63030) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Pontiac City School District (63030):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 796 | 29 | 3.6 |
| Mathematics | 813 | 28 | 3.4 |
| Science | 325 | 9 | 2.8 |
| Social Studies | 318 | 1 | 0.3 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|--|---------------|--|----------------|
| District RAP Team (Review Analysis Process) Team & District Leadership Team | 9/22/2020 | Data Dig - Discipline & Assessments (iReady, MStep & MiAccess) - Where are We & Where do We Go From Here? Informational/Work Session | District Staff |
| Special Education Teachers and Ancillary Staff | 11/3/2020 | PSD Special Education Compliance Guide Part 1; Sped Procedures (includig accommodations, assessments, and alternate assessments); MiStar IEP Compliance Guide Virtual Professional Learning Refresher | District Staff |
| Psychologists (In district and surrounding district) | 11/17/2020 | Remote Testing/Virtual Assessments Resources Virtual Professional Learning | District Staff |
| All Special Education Staff | 11/20/2020 | Article shared with entire department - From ISD - Public comment on MiAccess/Alternate Assessment Email thread | ISD Staff |
| Sped Director, District Assessment Coordinator and Student Services Director | 11/23/2020 | Discussion regarding Alternate Assessment/MiAccess and projected numbers Email discussion | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

None

Please describe other justification:

None

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 5.1% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 1946 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 69 |
| Projected Participation Rate for 2022 | 3.5% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|---|--|-----------|
| RAP (Review Analysis Process) Team & Assessment Coordinator | Data Dig utilizing the Illuminate student reports- Review and discuss updated Alternate Assessment - Analysis & Flag Students with a + to have additional conversation with Case Manager regarding IEP alignment and students' needs Professional Learning Workshop | 4/29/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

None

ISD Comments

(required if ISD is returning to district for modifications)

Confirmed with the district that the data review consists of analyzing alignment of MIAccess designation against state criteria to assess for match.

Royal Oak Schools (63040)

Instructions

This page uses data entered by Royal Oak Schools (63040) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Royal Oak Schools (63040):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 1971 | 25 | 1.3 |
| Mathematics | 1980 | 25 | 1.3 |
| Science | 704 | 12 | 1.7 |
| Social Studies | 684 | 1 | 0.1 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|--|---------------|--|----------------|
| All Special Education Staff and Building Leaders | 1/7/2022 | Weekly Staff Update and Newsletter | District Staff |
| All Special Education Staff | 2/2/2022 | Accelerated Adolescent Reading Initiative and Alternative Assessment | District Staff |
| All Special Education Staff | 3/2/2022 | Personal Curriculum and Alternative Assessment | District Staff |

Contributing Factors

| Question | Yes | No |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input checked="" type="radio"/> |
| 8 or more students took MI-Access. | <input checked="" type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Parents were given the option of opting out of their child/or children taking the statewide assessment. Less students tested overall and this indeed impacted the ratio overall of MIAccess test takers creating a greater percentage than would have otherwise been the case if all students enrolled 3-8 and 11 tested last year.

Please describe other justification:

No other justification.

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 0.9% |

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 3262 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 22 |
| Projected Participation Rate for 2022 | 0.7% |

| Audience | Topics and Method of Training | Date |
|-------------------------------------|---|----------|
| All Special Education Staff Members | Accelerated Adolescent Reading Initiative and Alternate Assessment and Who Take it? | 2/2/2022 |
| All Special Education Staff Members | Weekly Staff S'More and Update | 1/7/2022 |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

Hello, Thank you for the submission. Under the Contributing Factors section, it appears that a box was checked indicating that the district tested less than 500 students overall, however, in the Data section, the state

indicated 1,980 students tested overall. Please review this section and make any necessary changes. Additionally, it you could expand on the narrative about "Parents were given option of opting out...". I think what you are stating here is that less students tested overall and this impacted the ratio of overall test takers to MiAccess test takers, creating a greater percentage than would have otherwise been the case if all students enrolled in 3-8 and 11 tested last year. Is this correct? Thank you for considering this feedback. Please resubmit at your earliest opportunity. Shelley

South Lyon Community Schools (63240)

Instructions

This page uses data entered by South Lyon Community Schools (63240) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for South Lyon Community Schools (63240):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 3811 | 49 | 1.3 |
| Mathematics | 3790 | 47 | 1.2 |
| Science | 1567 | 22 | 1.4 |
| Social Studies | 1536 | 15 | 1 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|----------|---------------|---|----------------|
| Parents | 9/8/2020 | At each IEP meeting, the IEP Team discuss alternative assessments and the need to select the appropriate state assessment for each individual student. | District Staff |
| Staff | 1/8/2021 | Self-paced training of MI-Access: Everything you Need to know...via S'more: Jan/Feb/March 2021 | District Staff |
| Staff | 3/24/2021 | Formal MI-Access virtual training. | District Staff |
| Staff | 3/24/2021 | Directive during virtual training that staff must review critical MI-Access data at every IEP meeting to discuss need/opportunity to administer M-Step vs MI-Access | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

none

Please describe other justification:

none

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.4% |

Using students' IEP Information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 5700 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 49 |
| Projected Participation Rate for 2022 | 0.9% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|----------|---|-----------|
| Staff | Continue to provide training on assessment selection and alternative curriculum/content standards at scheduled staff meetings. | 1/19/2022 |
| Parents | Continue to direct staff to have discussion during the IEP about assessment selection and alternative curriculum/content standards. | 1/19/2022 |

Disproportionality

| Question | Yes | No |
|--|----------------------------------|-----------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input checked="" type="radio"/> | <input type="radio"/> |

The district reported disproportionality in participation in the alternate assessment. Please indicate below each sub-group of disproportionality, the subject for which disproportionate use was demonstrated, as well as the district plan to address the indicated issues of disproportionality.

| Disproportionate Sub-group | Subject | Plan |
|-----------------------------------|-----------------------|---|
| Economically Disadvantaged Status | English Language Arts | District will continue to review evaluation practices while being cognizant of bias in our tools and our decision making practices. |
| Economically Disadvantaged Status | Math | District will continue to review evaluation practices while being cognizant of bias in our tools and our decision making practices. |
| Gender | English Language Arts | District will continue to review evaluation practices while being cognizant of bias in our tools and our decision making practices. |
| Gender | Math | District will continue to review evaluation practices while being cognizant of bias in our tools and our decision making practices. |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

Troy School District (63150)

Instructions

This page uses data entered by Troy School District (63150) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Troy School District (63150):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 4049 | 32 | 0.8 |
| Mathematics | 4057 | 31 | 0.8 |
| Science | 1249 | 14 | 1.1 |
| Social Studies | 1237 | 3 | 0.2 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|-----------|---------------|--|--|
| All Staff | 1/13/2020 | State Guidelines for participation and decision matrix. Resources were sent to staff and discussed at a department meeting. This is done yearly. | Other Jessica Carrier, Christine Foren, Sarah Young |
| Staff | 1/31/2022 | Staff will review MI ACCESS 2021 data to ensure correct assessment is selected for 2022 | Other Department Heads |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Due to the voluntary nature of the assessments for the Spring of 2021 we did not test as many students on MSTEP. Enrollment for 5th, 8th and 11th grade combined is 2,939 students. The data indicates that 1249 students tested with 14 of them taking MI-ACCESS. TSD has approximately 2,939 students enrolled at that were eligible to take the science M-STEP at 5, 8 and 11. We had 27 students that were assigned to take the MI-ACCESS for science (grades 4, 7 and 11). Using the number that were scheduled to be tested would have placed our district under the 1% for science.

Please describe other justification:

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 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 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 6455 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 62 |
| Projected Participation Rate for 2022 | 1% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|-------------------------|---|-----------|
| Special Education Staff | Provide decision tool for staff to review and attend department meetings to discuss further. Guidance is housed on our District Special Education Schoology Course. | 1/13/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

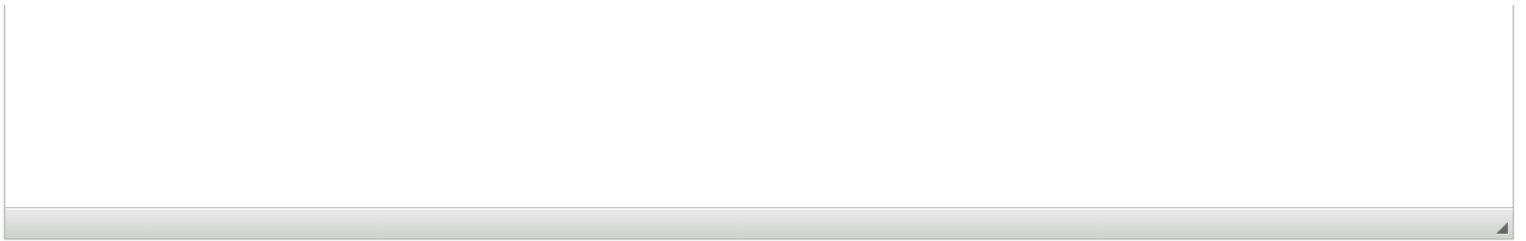
Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments
(required if ISD is returning to district for modifications)



Waterford School District (63300)

Instructions

This page uses data entered by Waterford School District (63300) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Waterford School District (63300):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 2956 | 71 | 2.4 |
| Mathematics | 2927 | 74 | 2.5 |
| Science | 1161 | 30 | 2.6 |
| Social Studies | 1182 | 26 | 2.2 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|--|---------------|--|----------------|
| Special Education Staff and Administrators | 10/2/2020 | Student Support Services Newsletter - Shared information on Alternate Content Expectations for Science, link to expectations on MI-Access web page | District Staff |
| Special Education Staff and Administrators | 12/4/2020 | Shared Student Support Services MI-Access Google Folder, containing: Guidelines for Participation in MI-Access (MDE); link to Alternate Content Expectations; The Assessment Selection Guidelines Training (MDE); Interactive Decision Making Tool (MDE); Alternate Assessment Participation: What Parents need to Know (Oakland Schools); other MDE guidance documents and training resources specific to MI-Access administration. | District Staff |
| Special Education Staff and Administrators | 12/4/2020 | Student Support Services Newsletter - State Assessment 2021 Information, including: Guidelines for Participation in MI-Access (MDE); link to Alternate Content Expectations; The Assessment Selection Guidelines Training (MDE); Interactive Decision Making Tool (MDE); reminder to include the "rationale" in IEPs if indicating an alternate assessment. Student Support Services Newsletter - State Assessment 2021 Information, including: Guidelines for Participation in MI-Access (MDE); link to Alternate Content Expectations; The Assessment Selection Guidelines Training (MDE); Interactive Decision Making Tool (MDE); reminder to include the "rationale" in IEPs if indicating an alternate assessment. Student Support Services Newsletter - State Assessment 2021 Information, including: Guidelines or Participation in MI-Access (MDE); link to Alternate Content Expectations; The Assessment Selection Guidelines Training (MDE); Interactive Decision Making Tool (MDE); reminder to include the "rationale" in IEPs if indicating an alternate assessment. | District Staff |
| Teacher Consultants and Coordinators | 1/4/2021 | Reviewed Alternate Assessment Participation information to be reviewed with staff at next PLC | District Staff |
| Special Education Staff | 1/14/2021 | Staff Training During PLC Agenda: *State Assessments 2021 Overview *MI-Access Selection Guidelines *Viewed Alternate Assessment Participation-What Parents Need to Know, The Assessment Section Guidelines Training, and used the Interactive Decision Making Tool | District Staff |
| Special Education Staff and Administrators | 3/4/2021 | SSS Google Classroom - Shared Spotlight on Student Assessment and Accountability with MI-Access information | District Staff |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|----------|-----|----|
|----------|-----|----|

| | | |
|--|----------------------------------|-----------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input checked="" type="radio"/> | <input type="radio"/> |
|--|----------------------------------|-----------------------|

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | 2956 |
| Total Number of students tested with MI-Access | 71 |
| Students in center-based program from outside district | 5 |
| Adjusted Total | 2951 |
| Adjusted Participation Number | 66 |
| Adjusted Rate | 2.2% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

During the 2020-2021 school year, the COVID-19 pandemic had a substantial impact on the state testing decisions for students with and without IEPs. During the time of this ongoing crisis, our district educators focused on addressing the health and safety needs of students while continuing to make a good faith effort with the required state testing mandates. While IEP teams followed the guidelines for participation in MI-Access administration, the district acknowledges that the allowable cap of 1% was exceeded.

Please describe other justification:

The adjusted rate when factoring in center-based students from outside of the district meets our projected participation rate for 2021 of 2.2%.

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 2.2% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 3588 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 72 |
| Projected Participation Rate for 2022 | 2% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|--|---|-----------|
| Special Education Coordinators and Teacher Consultants | Review Alternate Participation Rate from the previous school year and discuss data trends. Additionally, review guidance on Alternate Assessment selection from the MDE and Oakland Schools in preparation for forthcoming staff training. | 1/24/2022 |
| All Special Education Teachers | Review Alternate Participation Rate from the previous school year and discuss data trends. Information shared with staff will include: Should My Student Take the Alternate Assessment (MDE); the Assessment Selection Guidelines Training (MDE); the Interactive Decision Making Tool (MDE); and Alternate Assessment Participation-What Parents Need to Know (Oakland Schools). Lastly, staff will review student level data from Illuminate (District Assessment Record System) to determine which students surpassed the alternate standards based on their performance from Mi Access for the 2021 Assessment window. | 1/27/2022 |
| All SE Staff & Building Administrators | The following pieces of information will be posted on the Student Support Services Google Shared Drive and ORCA (sharepoint) for staff to reference. It will also be shared via the Student Support Services Google Classroom and/or Newsletter. Should My Student Take the Alternate Assessment (MDE); the Assessment Selection Guidelines Training (MDE); the Interactive Decision Making Tool (MDE); and Alternate Assessment Participation-What Parents Need to Know (Oakland Schools). *MDE and Oakland Schools resources will be reviewed to ensure that the most recent versions are shared with staff. The above documents have been posted/shared since last year. | 1/24/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

The Waterford School District is committed to making continual efforts to ensure that all students with IEPs are given meaningful consideration in regards to which state assessment they will take. The District has created and will continue to implement a local plan which specifies on-going professional and technical assistance for district staff, and building administrators and to ensure the appropriate state assessment is given to students who have IEPs.

ISD Comments

(required if ISD is returning to district for modifications)

A screenshot of a rich text editor toolbar. The toolbar is located at the top of the editor and contains various icons for text formatting and editing. From left to right, the icons are: a pair of scissors for cutting, a document with an arrow for copying, a document with a checkmark for pasting, a left-pointing arrow for undo, a right-pointing arrow for redo, a dropdown menu with 'ABC' and a downward arrow for font face, a bold 'B' button, an italic 'I' button, an underline 'U' button, a list icon with three horizontal lines for bulleted list, a list icon with three horizontal lines and a square for numbered list, a text color icon with a horizontal line and a color swatch, a background color icon with a square and a color swatch, a link icon with a chain link, and a link icon with a chain link and a plus sign for inserting a link. The toolbar is set against a light gray background.

Walled Lake Consolidated Schools (63290)

Instructions

This page uses data entered by Walled Lake Consolidated Schools (63290) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for Walled Lake Consolidated Schools (63290):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 4623 | 88 | 1.9 |
| Mathematics | 4654 | 89 | 1.9 |
| Science | 1297 | 34 | 2.6 |
| Social Studies | 1261 | 19 | 1.5 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|---|---------------|--|---|
| Teachers in the Special Services Department | 3/16/2021 | Professional Development / Training Topic: The district's procedure for determining Alternate Assessment participation. | District Staff Nichole Moore, Director |
| Teachers in the Special Services Department | 3/16/2021 | FAQ Document | District Staff Nichole Moore, Director |

Contributing Factors

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input type="radio"/> |
| 8 or more students took MI-Access. | <input type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Student with very mild cognitive deficits required additional testing accommodations and a change in the type of test taken due to learning loss of COVID-19. This would have increased the district's overall number of students taking the alternate assessment.

Please describe other justification:

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.4% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 6411 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 91 |
| Projected Participation Rate for 2022 | 1.4% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|---|--|----------|
| Teachers in the Special Services Department | Professional Development / Training: Teachers will be provided with a department guidance document and MDE flowchart with an overview of the process that should be used to determine if a student qualifies taking the State Alternate Assessment (MI-Access). Additionally, a webinar will be provided to reinforce steps in the process and support staff. | 6/1/2022 |
| IEP Team | Building Activity: Caseload providers and/or other IEP members will review the current students designated to take MIAccess, to determine if they meet the state's criteria for alternate assessment selection (significant cognitive disability + instruction aligned to alternate content standards). | 6/1/2022 |
| Special Services Department Administrators | Data Dig / Educational Benefit Review: Administrators in the Special Services Department will review the district's past MIAccess performance data to analyze which students have surpassed the standards for which they were assessed. Possible instructional changes of students that have been identified as surpassing the standards will be considered in order to increase the complexity or rigor. | 6/1/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)

Hello, The ISD is asking that the district consider adding the following activity to the Local Plan: Caseload providers or other IEP members review the current students designated to take MIAccess, to determine if they meet the state's criteria for alternate assessment selection (significant cognitive disability + instruction aligned to alternate content standards). The ISD also encourages that the district review past MIAccess performance data to analyze which students have surpassed the standards for which they were assessed. Students that have surpassed the standards would benefit from instructional changes that increase the complexity or rigor. For example, a student that took FI and surpassed the standards may benefit from exposure to instruction that is aligned to the general content standards and then later assess with MSTEP. The ISD has a written process that may be helpful to the district should you choose to incorporate into your plan. Thank you for this consideration.

West Bloomfield School District (63160)

Instructions

This page uses data entered by West Bloomfield School District (63160) for ISD review. ISDs may accept this district submission by clicking **Accept District Form**. Alternatively, ISDs may return this form for modifications by clicking **Return for Modifications**. When this form is accepted by the ISD, the applicable district information will need to be included in the ISD Summary Justification Form.

Data

Below are the 1% Participation Rates for West Bloomfield School District (63160):

| Content Area | Total Tested | Alternate Tested | Spring 2021 Participation Rate |
|-----------------------|--------------|------------------|--------------------------------|
| English Language Arts | 1892 | 24 | 1.3 |
| Mathematics | 1902 | 25 | 1.3 |
| Science | 672 | 10 | 1.5 |
| Social Studies | 673 | 9 | 1.3 |

Professional Development Provided

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| Did the individualized education program (IEP) teams utilize the state guidelines for participation in the alternate assessment to make assessment participation decisions? | <input checked="" type="radio"/> | <input type="radio"/> |

Please list professional development, informational sessions, and technical assistance provided regarding the 1% Cap and/or assessment selection and participation for the 2020-2021 school year.

| Audience | Date Occurred | Topics and Method of Training | Delivered by |
|----------------------------------|---------------|---|----------------|
| Special Education Teaching Staff | 3/17/2021 | A zoom professional development was provided to staff to refresh staff members and inform new teachers how to determine which test is appropriate for each student. | District Staff |
| N/A | 3/17/2021 | N/A | District Staff |
| n/a | 3/17/2021 | n/a | District Staff |

Contributing Factors

| Question | Yes | No |
|--|----------------------------------|----------------------------------|
| Did the district test fewer than 500 students total using statewide assessments? | <input type="radio"/> | <input checked="" type="radio"/> |
| Fewer than 8 students took MI-Access. | <input type="radio"/> | <input checked="" type="radio"/> |
| 8 or more students took MI-Access. | <input checked="" type="radio"/> | <input type="radio"/> |

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the district operate a center-based program or regional collaborative for students with significant cognitive impairments (serving students from in and outside of the district within a region or ISD)? | <input type="radio"/> | <input checked="" type="radio"/> |

Utilizing the Alternate Assessment data reports, complete the following table.

| Assessment Data Table | Number |
|--|--------|
| Total Number of students tested overall | |
| Total Number of students tested with MI-Access | |
| Students in center-based program from outside district | |
| Adjusted Total | 0 |
| Adjusted Participation Number | 0 |
| Adjusted Rate | 0% |

Please describe other justification as it specifically relates to Covid-19 and the Coronavirus Pandemic:

Self contained classes were in person. Some students were not in attendance due to covid thus it effected the number of participants tested.

Please describe other justification:

2022 Projected Participation Rate

| Projected Participation Rate 2021 | Number |
|--|--------|
| District's Projected Participation Rate for 2021 (per the response on the 2020 alternate assessment projected participation form) | 1.2% |

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2022 projected participation rate.

| Projected Participation Rate 2022 | Number |
|---|--------|
| Total Number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 | 2445 |
| Total number of students whose IEPs designate MI-Access for state summative assessments in any content area | 32 |
| Projected Participation Rate for 2022 | 1.3% |

Local Plan

After reviewing all of the member district data for participation rates on the alternate assessment (MI-Access), detail below a summarized plan for providing professional development. This may include but is not limited to training on assessment selection, alternate assessment, alternate content standards, or planning for specialized instruction.

| Audience | Topics and Method of Training | Date |
|---------------------------------------|---|-----------|
| Special Education Instructional Staff | - How to determine which test students should take? -Review MIAccess guidelines -Alternate assessment Data Review | 8/30/2022 |

Disproportionality

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| Did the member district receive notification from the ISD regarding disproportionality in participation in the alternate assessment? | <input type="radio"/> | <input checked="" type="radio"/> |

Resources and Technical Assistance

| Question | Yes | No |
|--|-----------------------|----------------------------------|
| 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? | <input type="radio"/> | <input checked="" type="radio"/> |

Please detail the need for additional resources and technical assistance.

Assurances

Please provide the following assurances.

| Question | Yes | No |
|---|----------------------------------|-----------------------|
| The member district IEP team members follow the state guidelines for participation in the alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district allows IEP team members to decide which students take an alternate assessment. | <input checked="" type="radio"/> | <input type="radio"/> |
| The member district addresses any issues of disproportionality in statewide assessment. | <input checked="" type="radio"/> | <input type="radio"/> |

District Comments

ISD Comments

(required if ISD is returning to district for modifications)

Please review the data reported in the Projected Participation Rate for 2022. It appears this information is incorrect. Indicate how many total students - general and special ed - are currently enrolled in grades 3-8 and 11 and then, of those students, how many are designated to take MIAccess. Thank you!

