



Exceeding 1% Cap on Participation in State Alternate Assessment Intermediate School District (ISD) Summary Justification Form FY 2022-2023

ISD Name: **Macomb ISD**

All intermediate school districts must complete this summary form regarding the percentage of students assessed using Michigan’s alternate assessment (MI-Access). This includes justification forms from member districts/public school academies (PSA) that assessed more than 1% of students in the spring of 2022 using MI-Access.

Data

Below are the 1% Participation Rates for Macomb ISD:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	60528	1127	1.9
Mathematics	60541	1122	1.9
Science	26376	513	1.9
Social Studies	26122	290	1.1000000000000001

Data	Total
Number of member districts/PSAs including the ISD	41
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 2022 using MI-Access (in grades 3-8 and 11)	19

Technical Assistance and Professional Development

Tier I: In the winter of 2022, MDE provided feedback to each ISD, providing recommendations regarding technical assistance or professional development for their constituent districts. ISDs responded to this feedback in a variety of ways and carried out support to districts as appropriate. In the first table below, outline the general technical assistance or professional development provided to **all** districts regarding state assessment decisions or better targeting instruction. Specific or targeted technical assistance provided to a small groups of districts to address specific concerns should not be listed here, but rather in the next section (Tier II/III).

Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
03/24/2023	The Macomb ISD will provide feedback and technical assistance to all districts regarding their district data specific to the alternate assessment participation rates. A comprehensive data review will include a review of the students that are identified to participate in the alternate assessment, achievement and proficiency results pertaining to the alternate assessment. Use of the MDE technical assistance and the decision tools pertaining to the alternate assessment will be utilized in the training opportunity.
05/26/2023	The MISD will provide a recorded training module for the districts to use with staff in order to best support IEP team decisions regarding the use of the alternate assessment.

Tier II/III: MDE's response to ISDs in 2022 (based on 2021 data) provided specific recommendations for each LEA, based on their participation rate or other information provided on Justification Forms. Please outline targeted assistance provided (or planned) to member districts following MDE's recommendation. Please include assistance provided that may have exceeded MDE recommendations.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Anchor Bay School District	04/28/2023	By April 28, 2023 The ISD will work the District as it relates to the disproportionate representation of economically disadvantaged students taking ELA and Math. The ISD will assist the district with data review and analysis as well as a thorough student record review to ensure, verify and support the decisions for the alternate assessment participation.
Chippewa Valley Schools	04/28/2023	By April, 2023 The ISD will assist the district with a thorough data review and analysis to help determine possible causal data that identified a disproportionate of African American students participating in the alternate assessment. This will include student record review tools.
L'Anse Creuse Public Schools	04/28/2023	By April 28, 2023 the ISD will assist the district with their tools to effectively review and analyze the possible causal data specific to the disproportionate participation rate of economically disadvantaged students and African American student taking the alternate assessment. The will include student record reviews of students in these subgroups that have been identified to participate in the alternate assessment. The ISD will support the district with additional resources upon request and based on the evidence of the student record reviews.

Lake Shore Public Schools (Macomb)	04/28/2023	By April 28, 2023 the ISD will assist the district with their tools to effectively review and analyze the possible causal data specific to the disproportionate participation rate of economically disadvantaged students and African American student taking the alternate assessment. The will include student record reviews of students in these subgroups that have been identified to participate in the alternate assessment. The ISD will support the district with additional resources upon request and based on the evidence of the student record reviews.
Macomb Montessori Academy	03/24/2023	Macomb Montessori has some of the highest participation rates within the county. By March 24, 2023 the ISD will assist the district with student record reviews to gather information related to the students identified to participate in the alternate assessment. Data analysis will help identify actionable causes that that can support staff with IEP team decisions regarding the alternate assessment.
Romeo Community Schools	03/24/2023	By March 24, 2023 The ISD will work the District as it relates to the disproportionate representation of economically disadvantaged students taking ELA and Math. The ISD will assist the district with data review and analysis as well as a thorough student record review to ensure, verify and support the decisions for the alternate assessment participation.
Roseville Community Schools	04/28/2023	The ISD will assist the district with student record reviews and procedures related to the districts use of the alternate assessment. Evidence from the student record reviews may help to identify evidence of casual data to help develop actionable steps to ensure decisions for alternate assessment participation align with the unique needs of the student.
Van Dyke Public Schools	03/24/2023	The district has some of the highest participation percentages within the county. The ISD will assist the district with student record reviews and procedures related to the districts use of the alternate assessment. Evidence from the student record reviews may help to identify evidence of casual data to help develop actionable steps to ensure decisions for alternate assessment participation align with the unique needs of the student.
Warren Woods Public Schools	04/28/2023	The ISD will assist the district with student record reviews and procedures related to the districts use of the alternate assessment. Evidence from the student record reviews may help to identify evidence of casual data to help develop actionable steps to ensure decisions for alternate assessment participation align with the unique needs of the student.

What resources or support does the ISD need from MDE to continue to provide targeted assistance or professional development to member districts on the topic of alternate assessment participation?

The feedback from the department related to the Justification forms has been helpful. In addition the tools and online training resources have been extremely beneficial.

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 2022-2023

Member District: **Macomb ISD**

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

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

Data

Below are the 1% Participation Rates for Macomb ISD:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	449	345	76.8
Mathematics	449	345	76.8
Science	202	158	78.2
Social Studies	56	12	21.4

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

Contributing Factors

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

Yes No

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

Yes No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	484
Total Number of students tested with MI-Access in grades 3-8 and 11.	329
Students from outside the district placed in district's regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	329
Adjusted Total	155
Adjusted Participation Number	0
Adjusted Rate	0%

Please describe other justification:

The MISD district operates center-based programs for students with significant cognitive impairments and adaptive function needs. The district utilizes the decision making tools provided by the MDE-OSE to ensure decision are reflective of the student's unique needs.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	0.4%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	484
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	329
Projected Participation Rate for 2023	68%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Teachers and Administrators	Utilization of the MDE-OSE Decision making tools for the alternate assessment participation	03/24/2023	Planned

Resources and Technical Assistance

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

Yes No

Please detail the need for additional resources and technical assistance.

The ISD will work with center program staff to ensure staff have the necessary tools and training to make informed decisions regarding the alternate assessment.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Anchor Bay School District

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 Anchor Bay School District:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	2739	33	1.2
Mathematics	2737	33	1.2
Science	1237	16	1.3
Social Studies	1231	12	1

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

A careful review of all IEP students in 2021-2022 who participated in Alt. Assessment (MI-Access) revealed each were in self-contained programs for students with Mild Cognitive Impairments, and were designated for a Certificate of Completion path (i.e., non-diploma track). In other words, these students present with severe cognitive disabilities and/or pervasive developmental disorders which impede their ability to meaningfully participate in the state's M-Step assessment. The IEP team paperwork for each student designated MI-Access as the most appropriate assessment given student abilities, deficits, needs, and transition vision.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 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 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2781
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	25
Projected Participation Rate for 2023	0.9%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Teacher Consultants, Special Ed. Supervisor, Special Ed. Director	Virtual meeting with teacher consultants and special education administration to review past & present MI-Access numbers and data trends (in preparation of MDE 1% CAP Justification)	12/09/2022	Completed
Elementary, Middle School, and High school principals, Special Ed. Supervisor, Special Ed. Director	In-person meeting with district principals to review Alternative Assessment criteria and protocol for allocating M-Step vs. MI-Access on IEPs.	08/18/2022	Completed

Disproportionality

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

Economically Disadvantaged Status

Subject	Plan
English Language Arts	<p>IEP teams will conduct comprehensive reviews of student deficits and needs as they related to state assessments, and specifically with regard to economically disadvantaged populations to ensure that all appropriate considerations are being made. Per district protocol, alternate assessment participation will depend upon a) student disability impacting multiple life domains, b) student has significant cognitive disability which also impacts adaptive functioning, c) students primary instruction is based on alternate content standards, d) student requires extensive individualized instruction and/or supports, and student cannot show learning using the general assessment.</p> <p>If these factors are considered and true, only then will a student be deemed eligible for alternative assessment.</p>
Math	<p>IEP teams will conduct comprehensive reviews of student deficits and needs as they related to state assessments, and specifically with regard to economically disadvantaged populations to ensure that all appropriate considerations are being made. Per district protocol, alternate assessment participation will depend upon a) student disability impacting multiple life domains, b) student has significant cognitive disability which also impacts adaptive functioning, c) students primary instruction is based on alternate content standards, d) student requires extensive individualized instruction and/or supports, and student cannot show learning using the general assessment.</p> <p>If these factors are considered and true, only then will a student be deemed eligible for alternative assessment.</p>

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Center Line Public Schools

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

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

Data

Below are the 1% Participation Rates for Center Line Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	1213	27	2.2
Mathematics	1213	28	2.3
Science	544	11	2
Social Studies	544	11	2

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

Center Line Public Schools has experienced an increase in mobility and students with significant impairments. We have had to open two more self contained classrooms due to the increased numbers of students moving into the district. Additionally, we have had to hire two more teachers for self contained programs.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 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 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1123
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	23
Projected Participation Rate for 2023	2%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Teachers	Review of MDE flow chart for State Assessment through sharing of Spotlight newsletter.	01/20/2023	Completed
Teachers	Review of flowchart process at IEP's and encouraged webinar training through SE newsletter.	01/26/2023	Planned
parents	letter addressing state assessment explaining the differences with the alternate assessment.	02/13/2023	Planned

Resources and Technical Assistance

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

Yes No

Please detail the need for additional resources and technical assistance.

Our Center Line special education team would appreciate and utilize and updated, current information made available by MDE or the ISD.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Chippewa Valley 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 Chippewa Valley Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	7476	86	1.2
Mathematics	7488	86	1.1
Science	3388	41	1.2
Social Studies	3368	38	1.1

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

n/a

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 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 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	7768
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	88
Projected Participation Rate for 2023	1.1%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
SE Staff, Building Administrators	Sent an email of the flowchart and online training provided by MDE to determine if a student should take the M- STEP or MI- Access.	01/07/2022	Completed
Special Services Administration	Special Services Administration reviewed the guidance on alternate assessments	01/05/2022	Completed
SE Staff and Special Services Administration	Special Services Administration presented to the SE Staff about the MI-Access flowchart, and the training videos. Staff were given time to participate in the training videos.	03/08/2022	Completed

Disproportionality

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

African American

Subject	Plan
English Language Arts	The special services administration and the IEP teams will review the MDE documents regarding eligibility for alternate assessments. Special services administration will monitor those scheduled to take the Mi-Access to ensure the students taking it follow the state guidelines.
Math	The special services administration and the IEP teams will review the MDE documents regarding eligibility for alternate assessments. Special services administration will monitor those scheduled to take the Mi-Access to ensure the students taking it follow the state guidelines.

Resources and Technical Assistance

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

- Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: **Clintondale Community Schools**

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

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

Data

Below are the 1% Participation Rates for Clintondale Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	902	13	1.4
Mathematics	901	13	1.4
Science	402	4	1
Social Studies	399	4	1

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

The District opened a Cross-Categorical elementary program.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 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 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	939
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	12
Projected Participation Rate for 2023	1.3%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
SE Department Staff	District PLC Meeting - Review of Alternative Route to Assessment Graphic Organizer and Review of Student Data	11/30/2022	Planned

Resources and Technical Assistance

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

- Yes No

Assurances

Please provide the following assurances.

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

- Yes No

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

- Yes No

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

- Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Eastpointe Community Schools

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

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

Data

Below are the 1% Participation Rates for Eastpointe Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	1154	12	1
Mathematics	1155	12	1
Science	492	11	2.2
Social Studies	492	11	2.2

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

Currently, Eastpointe has a few students (slightly more than 1%) that function as if they have moderate cognitive impairments. Those are students that do not have the necessary skills to take M-Step. They struggle to even log into the computer and are not able to read at their grade level. In fact, 3 of those students have documents that were sent to the ISD for center based placement consideration.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 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 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1380
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	14
Projected Participation Rate for 2023	1%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
All special education teacher in self contained classrooms	Director met with all staff in self contained programs and showed the MDE video regarding alternate assessments. Each teacher was also provided with a copy of "Should my Student take the Alternate Assessment." Lastly, each teacher must fill out our district form "Guiding Questions for Assessment Decision in an IEP" for every IEP for students in their classroom when an alternate assessment is being considered.	01/28/2022	Completed
All special Education teachers in self contained classrooms and itinerant staff	Director will meet with all staff in self contained programs and show the MDE video regarding alternate assessments. Each teacher will also be provided with a copy of "Should my Student take the Alternate Assessment and they will be re-trained in using the district form "Guiding Questions for Assessment Decisions in an IEP."	01/27/2023	Planned

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: L'Anse Creuse Public Schools

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

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

Data

Below are the 1% Participation Rates for L'Anse Creuse Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	4956	63	1.3
Mathematics	4958	63	1.3
Science	2188	31	1.4
Social Studies	2179	24	1.1

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

73% of students who took the MI ACCESS Alternate Assessment receive instruction based on the Common Core Essential Elements in a district Self-Contained Cognitively Impaired Program.

15% of students identified to take the MI ACCESS Spring 2022 have a full-scale IQ in the range of 40-50.

35% of students identified to take the MI ACCESS Spring 2022 have a full-scale IQ in the range of 51-60.

31% of students identified to take the MI ACCESS Spring 2022 have a full-scale IQ in the range of 61-70.

49% of tested students have a primary eligibility of Cognitive Impairment.

29% of tested students have a primary eligibility of Autism Spectrum Disorder.

In addition to IQ scores falling within the extremely low range of intelligence students' adaptive behavior skills are also assessed and fall within the low to extremely low range. Adaptive behavior is the performance of the students daily activities pertaining to personal and social functioning. The assessment of adaptive behavior encompasses tasks carried out routinely in various domains of daily functioning, such as communication, daily living skills, social interactions and motor skills. Deficits in adaptive behavior along with cognitive skills falling within the extremely low range of intelligence.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	5026
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	63
Projected Participation Rate for 2023	1.3%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Caseload Providers, Speech Pathologists, School Social Workers and Special Education Teacher Consultants	Alternate Assessment Test Types Professional Development Instructional Implications Impact for regular high school diploma vs. certificate of completion. Professional Development formal and informal occurs on an ongoing basis throughout the school year. IEP teams review student assessment data including progress monitoring data to assist IEP teams in making assessment type decisions using the MDE guidance documents.	08/30/2022	Completed
Building Administrators, Curriculum Directors	Alternate Assessment Test Type Review Michigan Department Of Education Assessment Selection Guidance Documents	08/30/2022	Completed
Special Education Providers	Ongoing professional development to review State of Michigan assessment selection documents.	03/19/2023	Planned

Disproportionality

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

Economically Disadvantaged Status

Subject	Plan
English Language Arts	District Special Education Learning Consultant and caseload provider will analyze MI ACCESS assessment results. Areas of strength and weakness will be identified. Instruction will be targeted based on areas of difficulty, focusing on standards and level of complexity to enhance and provide rigor.
Math	District Special Education Learning Consultant and caseload provider will analyze MI ACCESS assessment results. Areas of strength and weakness will be identified. Instruction will be targeted based on areas of difficulty, focusing on standards and level of complexity to enhance and provide rigor.

African American

Subject	Plan
Math	District Special Education Learning Consultant and caseload provider will analyze MI ACCESS assessment results. Areas of strength and weakness will be identified. Instruction will be targeted based on areas of difficulty, focusing on standards and level of complexity to enhance and provide rigor.

Resources and Technical Assistance

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

- Yes No

Assurances

Please provide the following assurances.

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

- Yes No

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

- Yes No

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

- Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Lake Shore Public Schools (Macomb)

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 Lake Shore Public Schools (Macomb):

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	1555	30	1.9
Mathematics	1556	30	1.9
Science	674	14	2.1
Social Studies	663	2	0.3

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

Contributing Factors

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

Yes No

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

Yes No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	1556
Total Number of students tested with MI-Access in grades 3-8 and 11.	30
Students from outside the district placed in district's regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	24
Adjusted Total	1532
Adjusted Participation Number	6
Adjusted Rate	0.4%

Please describe other justification:

The building level IEP teams made determinations regarding the appropriate assessment for students using the Mi-Access framework and present level academic data.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 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 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1648
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	30
Projected Participation Rate for 2023	1.8%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
TC's, CI Staff	Review previous data regarding Mi-Access. Review alignment between assessments chosen and the content expectations that drive the student's current instructional experience. Consider student score of 'exceeds standards' with other available data to consider if the student's instructional targets should be increased in complexity or changed.	01/03/2023	Planned
District Administrators	Provide information regarding the 1% justification form, plans for staff training, and team work to assist in decision for students taking alternate assessments.	12/15/2022	Planned

Disproportionality

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

African American

Subject	Plan
English Language Arts	IEP teams will review student files to ensure over identification does not occur.
Math	IEP teams will review student files to ensure over identification does not occur.

Multi-Racial

Subject	Plan
English Language Arts	IEP teams will review student files to ensure over identification does not occur.
Math	IEP teams will review student files to ensure over identification does not occur.

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: **Macomb Montessori Academy**

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

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

Data

Below are the 1% Participation Rates for Macomb Montessori Academy:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	104	4	3.8
Mathematics	104	4	3.8
Science	26	2	7.7
Social Studies	25	1	4

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

Only one student took Mi-Access during the 2021-2022 school year.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 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 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	96
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	1
Projected Participation Rate for 2023	1%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
special education staff	The special education administrators will review the MDE document on how to determine if a student qualifies for an alternative assessment at our virtual TEAM Talks.	01/20/2023	Planned

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Michigan Collegiate

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 Michigan Collegiate:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	376	3	0.8
Mathematics	377	3	0.8
Science	183	3	1.6
Social Studies	181	3	1.7

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

District-wide we operate as a special education resource room student support program. None of our student are receiving special education services in a center-based or regional collaborative program with the most significant cognitive disabilities.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	0.4%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	672
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2023	0.4%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Teaching Staff	Math Instructional Strategies Training HMH Curriculum	08/31/2022	Completed
Teaching Staff	Intro to Literature HMH Curriculum	08/30/2022	Completed
Teaching Staff	Teach Like a Champion	08/23/2022	Completed
Teaching Staff	ELA & Math MTSS Planning	08/31/2022	Completed
Teaching Staff	Houghton Mifflin Intro to English Language Arts and Social Studies	08/30/2022	Completed
Teaching Staff	Houghton Mifflin Intro to Mathematics and Science	08/31/2022	Completed
Teaching Staff	Houghton Mifflin Intro to Reading	08/30/2022	Completed
Teaching Staff	Writable Training	08/31/2022	Completed
Literacy Teaching Staff	K-5 Literacy Intervention Network		Planned

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Mount Clemens Community School District

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 Mount Clemens Community School District:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	383	6	1.6
Mathematics	383	6	1.6
Science	158	4	2.5
Social Studies	157	3	1.9

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

Mt. Clemens Community Schools has a high referral rate for special education.

The district operates four rooms in the district that serves students with autism and cognitive impairments. The curriculum that is used in those classrooms is the essential elements.

Michigan Department of Education Guidance indicates that students who follow the essential elements curriculum should be considered as candidates for Mi-Access. This guidance was implemented by the IEP teams.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 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 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	352
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	20
Projected Participation Rate for 2023	5.7%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Seminole Teachers	Discussed and shared the MDE guidance for M STEP vs Mi-Access. Also a district google sheet was developed for staff to indicate the assessment that is needed for each student.	01/11/2023	Completed

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: New Haven Community Schools

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

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

Data

Below are the 1% Participation Rates for New Haven Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	692	10	1.4
Mathematics	691	10	1.4
Science	283	4	1.4
Social Studies	282	3	1.1

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

Additional students moved into the district with alternative assessments listed on the IEP and fluctuation in total number of students contributed to the 1% cap

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	1.1%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	597
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	9
Projected Participation Rate for 2023	1.5%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Staff	Review MDE decision making tree Review data results from MI Access for the 20-21 & 21-22 school year in order to support IEP state assessment decisions	01/25/2023	Planned
special education staff	Review district supporting forms to determine if alternative assessment is needed for a student. Identify documents housed in the district google drive under Alternate Assessment Guidance. Print and send to staff MDE Michigan's Alternate Assessment page and Should my Student take the alternative assessment page located in the district's alternate assessment google drive folder	01/25/2023	Planned
Special Education Staff	Prior to school starting, staff will review alternative assessment power point as part of back to school training	08/31/2023	Planned

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Prevail Academy

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

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

Data

Below are the 1% Participation Rates for Prevail Academy:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	371	4	1.1
Mathematics	370	4	1.1
Science	114	1	0.9
Social Studies	113	1	0.9

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

When the IEP team is determining state assessments, the team collects data to ensure that selected assessments are appropriate. This includes ensuring that the students are using Essential Elements as their learning standards. Additionally, the team reviews the MDE document "Should my student take the alt. state assessment". The team reviews this document at the beginning of each school year.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	0.4%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	366
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	4
Projected Participation Rate for 2023	1.1%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Admin Over SE	Training Method: reivew in back to school notification and Professional Development -Essential Elements Training -"Who Should Take the alt. state assessment" review -Review data collection process the IEP team follows when considering using alt. curriculum. *note, only students learning under essential elements can be considered for alt. state assessments. Action Planning- how will you share this with your teams?	08/24/2022	Completed
SE Team and leadership team	-Review students who are currently receiving instruction via essential elements and submit ongoing forms to continue alt. curriculum via essential elements -submit forms to credential department, building registrar and SE department Training Method- data review to include the following considerations- HQ status of teacher of record, review students' with Mi-Access via IEP at a glance and grade level team meetings	08/28/2022	Completed

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: **Romeo Community Schools**

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

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

Data

Below are the 1% Participation Rates for Romeo Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	2672	32	1.2
Mathematics	2671	32	1.2
Science	1209	15	1.2
Social Studies	1212	11	0.9

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

Romeo Community Schools has made significant improvements with training and professional development on our rate of alternate assessments. We analyzed our data and trained on the decision making tool provided by the MDE. We have reduced over the years our rate of alternate assessments from 1.7-1.9 in 2019 to 0.9-1.2 in 2022. This continues to be a work in progress, but all of our staff is informed of the guidelines and decision making tool. Each student's assessment determination is individualized and the IEP team uses the the MDE provided decision making tool to guide their determinations.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	1%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2706
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	29
Projected Participation Rate for 2023	1.1%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Administrators	Refresher Training on Alternate Assessments - ALT Meeting	11/10/2022	Planned
Teachers and Service Providers	Refresher and Update on Alternate Assessments and the Decision Making Tool	01/07/2022	Completed
Teachers and Service Providers	Reminder - Alternate Assessments and the Decision Making Tool	11/04/2022	Completed
Teachers and Service Providers	Refresher and Update on Alternate Assessments and the Decision Making Tool - Discuss Disproportionality	02/01/2023	Planned

Disproportionality

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

Economically Disadvantaged Status

Subject	Plan
English Language Arts	Training and Update on Alternate Assessments and the Decision Making Tool - Along with Data Review and Discussion on Subgroups and Disproportionality
Math	Training and Update on Alternate Assessments and the Decision Making Tool - Along with Data Review and Discussion on Subgroups and Disproportionality

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Roseville Community Schools

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

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

Data

Below are the 1% Participation Rates for Roseville Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	2272	49	2.2
Mathematics	2268	49	2.2
Science	954	25	2.6
Social Studies	950	22	2.3

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

The district runs a center-based program for students who are Deaf and Hard of Hearing.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	1.8%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2250
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	46
Projected Participation Rate for 2023	2%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
MICI staff, psychs	1% Cap on Participation in the Alternate Assessment (MI-Access) - live PD	11/08/2019	Completed
MICI, DHH staff and psych	MIACCESS PD	03/04/2022	Completed
All staff	Resources in electronic Special Education manual	11/15/2022	Completed
Self contained teacher, SLP	Review Assessment Information MSTEP vs. MIACCESS	01/19/2022	Completed

Resources and Technical Assistance

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

Yes No

Please detail the need for additional resources and technical assistance.

We are always open to any additional resources and/or training that are available to make good decisions for our students.

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Utica Community Schools

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

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

Data

Below are the 1% Participation Rates for Utica Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	13204	140	1.1
Mathematics	13221	139	1.1
Science	5732	64	1.1
Social Studies	5702	48	0.8

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

New staff and administration continue to need training for assessment decisions for students with IEPs. The district operates several self-contained classrooms with cognitively impaired students on alternate curriculum.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	11610
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	131
Projected Participation Rate for 2023	1.1%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Elementary Administrators	Assessment Training	03/14/2022	Completed
Secondary Administrators	Assessment Training	01/25/2022	Completed
All staff	Superintendents Bulletin - Sharing of assessment information in 22 issues (From January 2022 to December 2022) of the newsletter that goes out to all staff in the district including administrators, teachers and itinerant staff. The latest issue featured the "Should My Student Take the Alternate Assessment" document. This method of communication is ongoing.	12/01/2022	Planned
Special Education Staff and All Administrators	UCS State Assessment interactive Decision Making Tool - a form staff will be required to complete when considering a student for MI-Access. Planned to be released in January 2023.	01/03/2023	Planned

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Van Dyke Public Schools

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

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

Data

Below are the 1% Participation Rates for Van Dyke Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	943	45	4.8
Mathematics	942	46	4.9
Science	383	16	4.2
Social Studies	377	11	2.9

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

Contributing Factors

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

Yes No

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

Yes No

Please describe other justification:

Assessment determination is done by using the State of Michigan guidance for determining appropriate assessments. Students who are instructed in the essential elements take the MI-ACCESS. Each IEP team goes through the guidance determination flowchart and makes decisions in accordance with State recommendations. If a student has attained or surpassed content standards expectations, then they receive instruction in the Michigan Common Core State Standards and takes the appropriate State assessments.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	4%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1035
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	27
Projected Participation Rate for 2023	2.6%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
All special education staff members	Directed staff to online training for decision-making regarding appropriate assessments.	01/03/2022	Completed
All special education staff	Train all staff on the decision-making process for determining appropriate assessments for the state. testing	12/16/2022	Planned

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: Warren Consolidated 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 Warren Consolidated Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	6478	116	1.8
Mathematics	6479	114	1.8
Science	2916	50	1.7
Social Studies	2907	38	1.3

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

Contributing Factors

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

Yes No

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

Yes No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	6479
Total Number of students tested with MI-Access in grades 3-8 and 11.	116
Students from outside the district placed in district's regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	29
Adjusted Total	6450
Adjusted Participation Number	87
Adjusted Rate	1.3%

Please describe other justification:

County based MOCI program
Local MICI program

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	1.8%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	6610
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	150
Projected Participation Rate for 2023	2.3%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
MICI/MOCI	PLC work around standards	01/17/2022	Planned
All SE staff	PLCs ongoing	09/12/2022	Planned

Disproportionality

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

African American

Subject	Plan
English Language Arts	1) Review and analyze our district data involving the decision making process for alternate assessments 2) Technical assistance to address any needs of the data review/analysis results

Resources and Technical Assistance

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

- Yes No

Please detail the need for additional resources and technical assistance.

Support in reviewing and analyzing data to determine if current procedures/tools are appropriate in this determination.

Assurances

Please provide the following assurances.

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

- Yes No

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

- Yes No

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

- Yes No



Member District Exceeding 1% Cap Justification Form FY 2022-2023

Member District: **Warren Woods Public Schools**

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

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

Data

Below are the 1% Participation Rates for Warren Woods Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2022 Participation Rate
English Language Arts	1576	55	3.5
Mathematics	1572	52	3.3
Science	728	24	3.3
Social Studies	721	17	2.4

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

Contributing Factors

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

Yes No

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

Yes No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	1576
Total Number of students tested with MI-Access in grades 3-8 and 11.	55
Students from outside the district placed in district's regional center-based program by IEP team (do not include students who are residents of the district or who have enrolled through school of choice processes).	34
Adjusted Total	1542
Adjusted Participation Number	21
Adjusted Rate	1.4%

Please describe other justification:

The district has 3 Elementary MICI classrooms, 2 Middle school classrooms and 2 High School Classrooms. WWPS has 31 students in our MiCI program that are enrolled as school of choice.

2023 Projected Participation Rate

Projected Participation Rate 2022	Number
District's Projected Participation Rate for 2022 (per the response on the 2021 alternate assessment projected participation form)	4.5%

Using students' IEP information, Michigan School Data System (MSDS), and other current data, complete the following table to calculate the 2023 projected participation rate.

Projected Participation Rate 2023	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1487
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	54
Projected Participation Rate for 2023	3.6%

Local Plan

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

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

Yes No

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

Yes No

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

Yes No

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

Yes No

Please outline the professional development and technical assistance provided to staff regarding targeting student instruction and assessment selection decisions in the table below. This should include activity from January 1, 2022 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
All SE staff	MDE Flowchart for Mi-access determination. Essential Elements of common core and LRE, AT	11/08/2022	Completed
All SE staff	Supplementary Aids/Supports, LRE continuum, Testing accommodations. Data to determine M-step vs Mi-access Evidence of services	09/01/2022	Completed

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No