

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

ISD Name: Genesee ISD

All intermediate school districts must complete this summary form regarding the percentage of students assessed using Michigan's alternate assessment (MI-Access). This includes justification forms from member districts/public school academies (PSA) that assessed more than 1% of students in the spring of 2023 using MI-Access.

Data

Below are the 1% Participation Rates for Genesee ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	29588	730	2.5
Mathematics	29692	703	2.4
Science	12417	259	2.1
Social Studies	12317	172	1.4

Data	Total
Number of member districts/PSAs including the ISD	36
Number of member districts/PSAs including the ISD (only if the ISD runs internal programs) that assessed more than 1% of all students tested in the spring of 2023 using MI-Access (in grades 3-8 and 11)	22

Technical Assistance and Professional Development

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

Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
06/12/2023	Provided guidance to tier 1 districts in regard to identifying students for alternate assessments, completed by June 2023.

Tier II/III: MDE's response to ISDs in 2023 (based on 2022 data) provided specific recommendations for each LEA, based on their participation rate or other information provided on Justification Forms. Please outline targeted assistance provided (or planned) to member districts following MDE's recommendation. Please include assistance provided that may have exceeded MDE recommendations.

Member District	Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
Grand Blanc Community Schools	06/12/2023	Held meeting to provide guidance and participate in data dig of students identified for alternate assessments.
Flint City School District	06/01/2023	Held meeting to provide guidance and participate in data dig of students identified for alternate assessments.
Atherton Community Schools	06/07/2023	Held meeting to provide guidance and participate in data dig of students identified for alternate assessments.

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?

N/A

Assurances

Please provide the following assurances.

The ISD has provided or will provide targeted assistance to member districts/PSAs that have been flagged for disproportionality for participation in the alternate assessment as outlined on the previous page.

☒ Yes ☐ No

Targeted assistance and professional development include an emphasis on member districts/PSAs using the State assessment selection guidance documents and online trainings.

☒ Yes ☐ No

Assessment selection is an IEP Team decision and will not be overridden by administrative or procedural decisions.

☒ Yes ☐ No

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

Member District: Genesee 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 Genesee ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	237	226	95.4
Mathematics	237	226	95.4
Science	81	80	98.8
Social Studies	4	2	50

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☒ Yes ☐ No

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

Assessment Data Table	Number
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	237
Total Number of students tested with MI-Access in grades 3-8 and 11.	226
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).	237
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	0%

Please describe other justification:

The Center-Based programming in GISD is primarily for students with the most severe cognitive disabilities. As such, a majority of students serviced are being educated utilizing Michigan's Alternate Content Expectations / Essential Elements.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	96.1%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	315
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	303
Projected Participation Rate for 2024	96.2%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Administrators and Caseload manager	Decision Making for State Assessments - PD will be presented to Center Program Administrators and then shared for replication to their building Case Managers and other relevant staff	01/30/2024	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Atherton 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 Atherton Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	346	11	3.2
Mathematics	346	11	3.2
Science	183	6	3.3
Social Studies	182	6	3.3

☒ 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

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:

N/A

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	3.8%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	332
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	13
Projected Participation Rate for 2024	3.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	ISD corrections for students who were designated for MI-Access but should've taken MSTEP	09/30/2023	Completed
Special Education Staff	Training on the process of considering MI-Access for students with disabilities	02/15/2024	Planned
Special Education Staff	Reviewing student data to target instruction	03/21/2024	Planned
Special Education Director and Secretary	Review % of students who took miaccess to determine needs for future professional development	03/29/2024	Planned

Resources and Technical Assistance

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

☒ Yes ☐ No

Please detail the need for additional resources and technical assistance.

(ISD Comment) :*Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 13 students identified to take the alt assessment to compare:*

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Beecher 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 Beecher Community School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	319	10	3.1
Mathematics	319	10	3.1
Science	133	3	2.3
Social Studies	133	1	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

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:

Students taking the MI Access (alternate assessment) were students who fell in the category of functioning as or having the most significant cognitive disabilities. Ten students took the ELA and Math alternate assessment. These students had full scale IQs and adaptive behavior that warranted consideration for change of placement to an ISD Moderate Cognitive Impairment Program. In some cases, students had full scale IQs in the 40s. The district has requested ISD observation to consider change of placement for some of these students.

Beecher is a small district that has been disproportionately affected by loss of general education students due to Schools of Choice. Our resident district students without IEPs, or with less significant needs, are much more likely to be accepted by surrounding districts or charters through Schools of Choice. As a result, the district supports a higher than expected number of students who are considered having the most significant cognitive disabilities.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.3%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	311
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	8
Projected Participation Rate for 2024	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, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers and case managers	Who Should Take the Alternate Assessment? Review of module on MDE site at https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html	08/17/2023	Completed
Special Education Teachers and case managers	Review of module on MDE site at https://mdoe.state.mi.us/mdedocuments/AssessmentSelectionGuidelinesTraining/index.html And review of selected examples of district IEPs.	02/09/2024	Planned

Resources and Technical Assistance

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

☒ Yes ☐ No

Please detail the need for additional resources and technical assistance.

(ISD Comment) :*Upon review from the ISD level, the district is slated to be a tier 3 district, thus necessitating direct technical assistance, which includes a detail review of the 8 students identified to take the alt assessment to compare:*

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Bendle 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 Bendle Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	534	10	1.9
Mathematics	532	10	1.9
Science	236	4	1.7
Social Studies	237	4	1.7

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

IEP Team members reviewed district wide procedures for determining if an alternate assessment is appropriate for individual students. IEP teams followed the required process for decision making when determining if a student should take alternate assessments.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	536
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	11
Projected Participation Rate for 2024	2.1%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Case managers, Related Service Providers, Building Principals	Review of Alternate testing decision making process with all SE staff during district PD. Procedures for determination of alternate testing, including the on-line flow chart, and MDE guidance document were shared with all relevant SE staff and building principals.	08/28/2023	Completed
Special Education Case Managers, Related Service Providers, Building Principals	Technical assistance continues to be available for all relevant IEPT members to ensure that decision making conversations are well informed, carefully considered and in the absolute best interest of individual students.		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.

(ISD Comment) :Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 11 students identified to take the alt assessment to compare:

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Carman-Ainsworth 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 Carman-Ainsworth Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1719	48	2.8
Mathematics	1721	48	2.8
Science	813	14	1.7
Social Studies	808	13	1.6

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

Contributing Factors

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

☐ Yes ☒ No

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:

All decisions are made based on each student individual needs. The State decision making tool is utilized along with the IEP discussion to make the determination of what state assessment a student will make.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.6%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1731
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	51
Projected Participation Rate for 2024	2.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Admin	In person	12/14/2023	Planned
Special Education Staff	In person, procedural review and Kahoot game	08/23/2023	Completed

Resources and Technical Assistance

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

☒ Yes ☐ No

Please detail the need for additional resources and technical assistance.

(ISD Comment) :Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 11 students identified to take the alt assessment to compare:

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Davison 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 Davison Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2792	41	1.5
Mathematics	2791	41	1.5
Science	1147	12	1
Social Studies	1148	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 need area was found to be that, Special education case managers have benefited from professional development in the systematic way of determining which state assessment should be used for their students. This will continue to be the case in the future. Additionally, IEP teams will educate parents on the implications of alternative assessments versus standard assessments.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	2850
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	30
Projected Participation Rate for 2024	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, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education staff, case managers and ancillary staff	IEP Training on the consideration of state/district-wide assessments and accommodations recommended for the assessment(s).	09/20/2023	Completed
Special education staff, case managers and ancillary staff	Staff will receive Quarterly Smore with follow-up information on whether their student should take an Alternate assessment. They can utilize the Michigan Assessment Selection Guidance Interactive Decision-Making Tool provided by MDE.	02/05/2024	Planned

Resources and Technical Assistance

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

☒ Yes ☐ No

Please detail the need for additional resources and technical assistance.

(ISD Comment) :*Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the students identified to take the alt assessment to compare:*

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Fenton Area Public Schools

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

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

Data

Below are the 1% Participation Rates for Fenton Area Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1595	21	1.3
Mathematics	1593	20	1.3
Science	707	5	0.7
Social Studies	707	5	0.7

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

Contributing Factors

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

☐ Yes ☒ No

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

☒ Yes ☐ No

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).	1595
Total Number of students tested with MI-Access in grades 3-8 and 11.	21
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).	5
Adjusted Total	1590
Adjusted Participation Number	16
Adjusted Rate	1%

Please describe other justification:

The district and 2 other locals have a consortium that include programs for ASD, CI and EI. Those students are included in the data.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1620
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	15
Projected Participation Rate for 2024	0.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
special education staff	Beginning of the year PD, as well as reminders throughout year at monthly meetings	08/15/2023	Completed
administrative staff	Beginning of the year PD	08/10/2023	Completed

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Flint City 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 Flint City School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1397	75	5.4
Mathematics	1423	62	4.4
Science	453	15	3.3
Social Studies	454	15	3.3

☒ 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:

Multiple students came into the district with Mi-Access testing or scores that justified Mi-Access testing. We had multiple long-term substitute teachers who assumed their students should take Mi-Access and told the SD coordinator they should. There was no SD coordinator at the junior high. There was a transition with new support staff during special education administration. They were unclear regarding Mi-Access testing. The SD coordinator at high school was new and assisted with coordination at the high school. They did not consult special education administration when ordering testing.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1355
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	74
Projected Participation Rate for 2024	5.5%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
District Representatives / SE teachers	IEP Bootcamp - on this date and all new staff have completed since	02/01/2023	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

Please detail the need for additional resources and technical assistance.

Build a process and decision tree regarding Mi-Access for policy and procedure manual for students to be used in IEPs every year.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Flint Cultural Center 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 Flint Cultural Center Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	362	6	1.7
Mathematics	363	6	1.7
Science	116	3	2.6
Social Studies	116	3	2.6

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

Flint Cultural Center Academy does not operate a center-based program.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1.6%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	394
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	6
Projected Participation Rate for 2024	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, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teaching Staff	Utilization of state guidance documents to determine appropriate state assessment for students.	01/16/2024	Planned

Resources and Technical Assistance

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

☒ Yes ☐ No

Please detail the need for additional resources and technical assistance.

(ISD Comment): Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 11 students identified to take the alt assessment to compare:

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Flushing 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 Flushing Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2090	27	1.3
Mathematics	2089	27	1.3
Science	885	13	1.5
Social Studies	881	11	1.2

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

Contributing Factors

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

☐ Yes ☒ No

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

☐ Yes ☒ No

Please describe other justification:

Many students school of choice into FCS from other districts. FCS works hard to provide students education in their LRE as opposed to putting in referrals for ISD center-based programming in separate facilities.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	3133
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	28
Projected Participation Rate for 2024	0.9%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
All SE Staff	IEP Training	01/18/2023	Completed
All SE Staff	Assessment Training	02/15/2023	Completed
All SE Staff	PLAAFP and Goals Training	03/15/2023	Completed
All SE Staff	IEP Training	12/13/2023	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.

(ISD Comment) :*Upon review from the ISD level, the district is slated to be a tier 3 district, thus necessitating direct technical assistance, which includes a detail review of the 28 students identified to take the alt assessment to compare:*

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Genesee 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 Genesee School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	377	5	1.3
Mathematics	376	5	1.3
Science	166	1	0.6
Social Studies	165	1	0.6

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

We tested a total of 5 students with MI-Access. One of those 5 students attends our district to access the GISD program for students with visual impairments which is housed at our elementary school. Our case managers follow the state guidance and flowchart with the IEP team to determine whether or not a student should take the alternate assessment. Our district has worked hard to keep at or below the 1% cap but this is not always possible based on student cognitive functioning. We continue to strive for the 1% mark, monitor the appropriateness of assessments taken, and are just above that mark at this time.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	1%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	386
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	5
Projected Participation Rate for 2024	1.3%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
All special education teachers	Determining appropriate assessments for Special Education students Staff reviewed the Decision-Making Tool by MDE	02/22/2023	Completed
All special education teachers	Determining appropriate assessments for Special Education students Staff reviewed the Decision-Making by MDE	11/27/2023	Planned
Case managers with students who have MI-Access in current IEP	Data review for alternate assessment and flowchart discussion with the Director	02/05/2024	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Grand Blanc 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 Grand Blanc Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	202	2	1
Mathematics	202	2	1
Science	47	1	2.1
Social Studies	47	1	2.1

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

Grand Blanc Academy had one eighth grade student and one fourth grade student who have significant cognitive disabilities and whose goals are based on the Essential Elements take the Mi-Access Assessment in the spring of 2023. The total enrollment of Grand Blanc Academy is under 275 students.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	332
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	1
Projected Participation Rate for 2024	0.3%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Monthly Staff Meetings - February	Staff meeting will review students needing extra support, monitor growth in goals and objectives, and individually review each for participation in spring assessments.	02/08/2024	Planned
Professional Development	Staff will review the MI-Access dialogue tool and website.	03/07/2024	Planned

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Grand Blanc 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 Grand Blanc Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3910	97	2.5
Mathematics	3977	88	2.2
Science	1807	37	2
Social Studies	1799	36	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:

Staff used state provided flowchart and the IEP process to determine the best assessment option for each student.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.4%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	4077
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	121
Projected Participation Rate for 2024	3%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	Department level communication	06/08/2023	Completed
Special Education Teachers	Reference documents and flow charts shared with staff via Google Classroom and in-person meetings.	05/19/2023	Completed
Special Education Teachers	Reference documents and flow chart shared via department newsletter	12/01/2023	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	Based on data many of our students who are economically disadvantaged are also students eligible for IEPs. We will review our curriculum and instruction to ensure it appropriately aligns with state standards to move students forward. We will use the IEP process to make sure students are taking the appropriate assessments and review previous assessment score data to determine how they are performing on the state assessments. If they are surpassing the MI access they should be moved to M-step.
Math	Based on data many of our students who are economically disadvantaged are also students eligible for IEPs. We will review our curriculum and instruction to ensure it appropriately aligns with state standards to move students forward. We will use the IEP process to make sure students are taking the appropriate assessments and review previous assessment score data to determine how they are performing on the state assessments. If they are surpassing the MI access they should be moved to M-step.

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.

(ISD Comment) :Upon review from the ISD level, the district is slated to be a tier 3 district, thus necessitating direct technical assistance, which includes a detail review of the 121 students identified to take the alt assessment to compare:

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: International Academy of Flint

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 International Academy of Flint:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	486	5	1
Mathematics	485	5	1
Science	184	4	2.2
Social Studies	183	4	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:

Decisions regarding state assessments were decided with the IEP team who determined state assessments even accommodations would not be appropriate. IEPs for students that took the alternate assessments are based off the essential elements.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	0.8%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	510
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	7
Projected Participation Rate for 2024	1.4%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	In person, beginning of the year training	08/18/2023	Completed

Resources and Technical Assistance

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

☒ Yes ☐ No

Please detail the need for additional resources and technical assistance.

(ISD Comment) : *Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 7 students identified to take the alt assessment to compare:*

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15 directly with the district

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Kearsley 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 Kearsley Community School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1387	27	1.9
Mathematics	1388	27	1.9
Science	567	14	2.5
Social Studies	567	14	2.5

☒ 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).	1385
Total Number of students tested with MI-Access in grades 3-8 and 11.	26
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).	3
Adjusted Total	1382
Adjusted Participation Number	23
Adjusted Rate	1.7%

Please describe other justification:

Kearsley houses the consortium program for students who are Cognitively Impaired for four additional Districts (Atherton, Bendle, Bentley, Genesee). We also have a students who School of Choice into our District specifically for these programs. Students who take MI-Access have been placed in Special Education for all of their general education courses, and are working on the Essential Elements Curriculum. The MI-Access assessment is aligned to what they are learning in class.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2.3%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1554
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	25
Projected Participation Rate for 2024	1.6%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	Linear IEPs/Specially Designed Instruction-In person training by Genesee Intermediate School District Staff	08/16/2023	Completed
All District Administrators	Assessment Information, including appropriate assessment selection. In person activity by Director of Special Education.	08/10/2023	Completed
Special Education Teachers	Review assessment information, including appropriate assessment selection. In person training by Director of Special Education.	02/20/2023	Completed

Elementary Principals	Assessment Information, including appropriate assessment selection. In person by Director of Special Education.	11/02/2023	Completed
All District Administrators	Assessment Information, with updates on district data, and including appropriate assessment information. In person training by Director of Special Education.	02/15/2023	Completed
All District Administrators	Information on selecting appropriate assessments for SE students, by Director of Special Education.	05/15/2023	Completed
High School Administrators	Information on selecting appropriate assessments for SE students, by Director of Special Education.	06/08/2023	Completed
Middle School Administrators	Information on selecting appropriate assessments for SE students, by Director of Special Education.	04/06/2023	Completed
Elementary Principals	Information on selecting appropriate assessments for SE students, by Director of Special Education.	01/12/2023	Completed
All District Administrators	Review of data included in Justification Form, review of selecting appropriate assessments for special education students, in person, by Director of Special Education.	12/13/2023	Planned
All District Administrators	Update training on selecting appropriate assessments for special education students, in person, by Director of Special Education.	03/14/2024	Planned
Teacher Consultants	Review of data included in Justification Form, review of selecting appropriate assessments for special education students, in person, by Director of Special Education.	01/23/2024	Planned
Elementary Special Education Staff	Review of data included in Justification Form, review of selecting appropriate assessments for special education students, in person, by Director of Special Education.	01/29/2024	Planned
Middle School Special Education Staff	Review of data included in Justification Form, review of selecting appropriate assessments for special education students, in person, by Director of Special Education.	01/30/2024	Planned
High School Special Education Staff	Review of data included in Justification Form, review of selecting appropriate assessments for special education students, in person, by Director of Special Education.	01/31/2024	Planned

Resources and Technical Assistance

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

☒ Yes ☐ No

Please detail the need for additional resources and technical assistance.

(ISD Comment): Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 25 students identified to take the alt assessment to compare:

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Linden 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 Linden Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1275	32	2.5
Mathematics	1276	32	2.5
Science	568	17	3
Social Studies	567	16	2.8

☒ 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

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).	1303
Total Number of students tested with MI-Access in grades 3-8 and 11.	14
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).	17
Adjusted Total	1286
Adjusted Participation Number	0
Adjusted Rate	0%

Please describe other justification:

The Linden data reflecting greater than 1% participation in alternate state assessment is inaccurate. Linden Community Schools houses a three district consortium program for students with cognitive impairments. Our percentage for actual Linden students taking an alternate assessment is well below the 1% cap (.01%). Our consortium has completed the necessary documents each year for the Sending Scores Back. However, the data reflected in Catamaran continues to show us as over the cap, in spite of this.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	0.8%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1287
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	14
Projected Participation Rate for 2024	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, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers	Staff have been reminded regarding this guidance at various times throughout the year. Formal guide to state assessment decision making tools will again be reviewed at upcoming district PD.	03/22/2023	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	As noted in the contributing factors, the data reported is not accurate. The data reflects all students in our three district consortium program who took the MI ACCESS. It should only reflect Linden students. Therefore, in addition to the 1% CAP data being in error, it would appear that we are likely not disproportionate in economically disadvantaged status as well.
Math	As noted in the contributing factors, the data reported is not accurate. The data reflects all students in our three district consortium program who took the MI ACCESS. It should only reflect Linden students. Therefore, in addition to the 1% CAP data being in error, it would appear that we are likely not disproportionate in economically disadvantaged status as well.

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: **Mt. Morris 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 Mt. Morris Consolidated Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	696	14	2
Mathematics	698	14	2
Science	296	7	2.4
Social Studies	296	7	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

Please describe other justification:

The level of functioning for some of our students with a cognitive impairment and Autism Spectrum disorder cannot be assessed with statewide assessments.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	2%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	784
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	11
Projected Participation Rate for 2024	1.4%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Staff	Face-to-face, Mi-Access tip sheets for identifying appropriate assessments, MDE resources	02/15/2023	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

Please detail the need for additional resources and technical assistance.

(ISD Comment) :Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 11 students identified to take the alt assessment to compare:

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Northridge 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 Northridge Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	171	1	0.6
Mathematics	171	1	0.6
Science	51	1	2
Social Studies	51	1	2

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

Contributing Factors

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

☒ Yes ☐ No

Select the option that applies:

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

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

☐ Yes ☒ No

Please describe other justification:

We are a smaller school district with fewer than 500 students in the building. We had 51 total students in grades 5th and 8th who took the Science and Social Studies assessment. Only one student in 8th grade took an alternate assessment in all four areas. ELA, Mathematics, Social Studies, and Science.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	178
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	1
Projected Participation Rate for 2024	0.6%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Northridge Academy Administrator/GISD Monitoring Staff	We have recently implemented several educational support initiatives we've to address the learning needs of our diverse student population. We have successfully integrated paraeducators into our Kindergarten through 4th grade classrooms. These team members are focused on providing small group instruction to Tier 1 students, complementing the efforts of our general education teachers who are working with Tier 2 and 3 students. Efforts have been made to make MTSS processes more linear and collaborative amongst staff. We	11/29/2023	Completed

	<p>regularly hold data digs after district and Focal Point testing periods to review student progress and ongoing support students may need.</p> <p>Additionally, we welcomed a new interventionist on October 20th to deliver targeted remedial instruction to our middle school students facing academic challenges.</p> <p>To bolster our literacy program, we invested in a new scripted reading program Wit and Wisdom, which was introduced to our teaching staff on July 26, 2023. The program is now fully operational in classrooms, with the Curriculum Coach offering continuous support to ensure its effectiveness. In the realm of mathematics, we've adopted Eureka Squared, a curriculum that aligns with Eureka Math but is tailored with simplified language to better serve our disabled and underperforming students.</p> <p>For those with more pronounced learning disabilities, we've procured N2Y Unique Learning Systems, a specialized program designed to help these students achieve mastery in state-extended standards.</p> <p>Finally, on October 9, 2023, selected teachers received training on SpringBoard, an after-school intervention program with a strong parent involvement component. These sessions equip parents with the necessary tools to support their children's reading development.</p>		
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Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Richfield Public School 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 Richfield Public School Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	352	4	1.1
Mathematics	357	4	1.1
Science	93	2	2.2
Social Studies	93	2	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:

Our district does not operate a center-based program. We follow county guidelines for center based referrals.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	0.8%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	390
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	3
Projected Participation Rate for 2024	0.8%

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, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Ed. Staff	Review of State guidelines for determining MIaccess students.	08/17/2023	Completed

Resources and Technical Assistance

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

☐ Yes ☒ No

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Swartz Creek 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 Swartz Creek Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1744	28	1.6
Mathematics	1746	28	1.6
Science	735	7	1
Social Studies	734	6	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:

Swartz Creek approximately tests 2000 students in grades 3, 4, 5, 6, 7, 8, and 11. All center based programs are housed through the GISD).

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1845
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	28
Projected Participation Rate for 2024	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, 2023 to current day, as well as any planned or scheduled activity that is yet to be carried out for this school year.

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Case Managers	LRE; Guide to State Assessments and who should take the alternative testing (understanding options and using flowchart to determine)	08/28/2023	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

Please detail the need for additional resources and technical assistance.

(ISD Comment) :*Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 28 students identified to take the alt assessment to compare:*

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Westwood Heights 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 Westwood Heights Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	723	10	1.4
Mathematics	722	7	1
Science	391	4	1
Social Studies	390	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:

Students that took the alternative assessment met all criteria for the alternative assessment. One of the students is currently placed in a center-based program.

2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	694
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	8
Projected Participation Rate for 2024	1.2%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Teachers and Ancillary Staff	Alternative Assessment Guidance Documents PLCs took place in the three different school buildings	02/20/2023	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

Please detail the need for additional resources and technical assistance.

(ISD Comment) :*Upon review from the ISD level, the district is slated to be a tier 2 district, thus necessitating direct technical assistance, which includes a detail review of the 8 students identified to take the alt assessment to compare:*

LRE in GE environment

Disability

Previous state assessment performance

Review will be completed by Feb 15th directly with the district.

Assurances

Please provide the following assurances.

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

Member District: Woodland Park 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 Woodland Park Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	174	2	1.1
Mathematics	174	2	1.1
Science	57	2	3.5
Social Studies	57	2	3.5

☒ 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:

Two students qualified to take MI-Access due to their cognitive abilities. They both qualify for special education under the eligibility of Cognitively Impaired.

2024 Projected Participation Rate

Projected Participation Rate 2023	Number
District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)	0%%

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	172
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	2
Projected Participation Rate for 2024	1.2%

Local Plan

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

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☒ Yes ☐ No

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

☐ Yes ☒ No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Education Team	"On Demand" training from the Genesee ISD Compliance team regarding assessment participation and accommodations.	02/20/2023	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