

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

ISD Name: Huron 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 Huron ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1892	25	1.3
Mathematics	1895	25	1.3
Science	814	10	1.2
Social Studies	808	4	0.5

Data	Total
Number of member districts/PSAs including the ISD	13
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)	3

Technical Assistance and Professional Development

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

Date Occurred or Planned	Summary of Technical Assistance and/or Professional Development
08/15/2023	Provided alternate assessment training to new special education teachers and providers including how to determine which assessment a student should take and guidance document from MDE.
10/16/2023	Provided alternate assessment training to special education teachers.
10/20/2023	Provided alternate assessment training to special service providers.

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
Ugly Community Schools	03/10/2022	<p>Recommended to the special education coordinator in the district to do the following:</p> <ul style="list-style-type: none"> • Ensure new staff and experienced staff have completed or been refreshed on the Assessment Selections Guidelines training. It is important that students taking the alternate assessment both fit the definition of "students with the most significant cognitive disabilities" and have specialized instruction that is aligned most closely with Michigan's alternate content expectations (essential elements). • IEP teams should use the interactive decision making tool for all students with an IEP when making assessment decisions. • Continue to ensure all staff are aware of and utilizing the definition of student with the most significant cognitive disability, when making appropriate assessment selections as an IEP Team. • Consider doing an analysis of MI-Access results. For students who have scored "surpassed" are starting to demonstrate skills from the performance level one step higher (from Participation to Supported Independence, Supported Independence to Functional Independence, Functional Independence to general K-12 standards). In such cases, the IEP team should meet and use this information in concert with other achievement data to determine of the academic bar should be raised for the student. Consider the MI-Access Performance Level Descriptors as a resource (note: science was for the old extended benchmarks, new science PLDs will be created in the next year).
North Huron School District	02/28/2022	<p>Recommended to the special education coordinator in the district to do the following:</p> <ul style="list-style-type: none"> • Ensure new staff and experienced staff have completed or been refreshed on the Assessment Selections Guidelines training. It is important that students taking the alternate assessment both fit the definition of "students with the most significant cognitive disabilities" and have specialized instruction that is aligned most closely with Michigan's alternate content expectations (essential elements). • In Amelia's program that is offered, care should be taken not to let placement limit a student's targeted instruction. Consider doing an analysis of MI-Access results. For students who have scored "surpassed" are starting to demonstrate skills from the performance level one step higher (from Participation to Supported Independence, Supported Independence to Functional Independence, Functional Independence to general K-12 standards). In such cases, the IEP team should meet and use this information in concert with other achievement data to determine of the academic bar should be raised for the student. Consider the MI-Access Performance Level Descriptors as a resource (note: science was for the old extended benchmarks, new science PLDs will be created in the next year). • They noted that on the justification form there was a statement in the other justification box that the M-STEP/ACT are not appropriate for the students in a high school program. While this may be true, they suggested that your district should continue to ensure all staff are aware of and utilizing the definition of student with the most significant cognitive disability, when making appropriate assessment selections as an IEP Team.

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?

Continue to provide feedback to provide to districts exceeding 1%. Continue to make the alternate assessment interactive decision making tool available.

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: **Huron 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 Huron ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	10	10	100
Mathematics	10	10	100
Science	6	6	100
Social Studies	NA	NA	NA

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).	10
Total Number of students tested with MI-Access in grades 3-8 and 11.	10
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).	10
Adjusted Total	0
Adjusted Participation Number	0
Adjusted Rate	0%

Please describe other justification:

We operate a center based program for students with significant 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)	76.9%%

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	18
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	9
Projected Participation Rate for 2024	50%

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
New Special Ed Teachers & Providers	Alternate Assessment - which assessment should a student take? In person	08/15/2023	Completed
Special Ed Teachers	Determining which assessment a student should take In person	10/16/2023	Completed
Special Service Providers	Determining which assessment a student should take In person	10/20/2023	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

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

Member District: North Huron 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 North Huron School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	155	3	1.9
Mathematics	155	3	1.9
Science	73	1	1.4
Social Studies	73	1	1.4

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

We do not offer a center-based program, however, we all of our students that are on a track for Certificate of Attendance are at North Huron all day. These students are not bused to a center based program. For this reason, we have a higher number of students that participate in the MI-Access.

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)	3.1%%

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	158
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
Special Education Teachers	Meeting with special education teachers and the special education coordinator. The meeting took place following the MDE audit.	04/20/2023	Completed
Special Education Teacher/Principal	Special education teacher that provides instruction to those students following functional curriculum met with the principal following the release of the MI-Access scores. The reports was studied to determine if there were changes needed in the type of assessment.	08/23/2023	Completed

Resources and Technical Assistance

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

Yes No

Assurances

Please provide the following assurances.

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

Yes No

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

Yes No

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

Yes No

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

Member District: **Owendale-Gagetown Area 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 Owendale-Gagetown Area School District:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	76	1	1.3
Mathematics	76	1	1.3
Science	32	1	3.1
Social Studies	32	1	3.1

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

The District has one student within the District who has a Cognitive Impairment that was tested through the HISD. The District did not operate the collaborative.

The District did have one individual within the District that also took the Mi-Access.

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	72
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	1
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
K-12 General Ed and Special Ed teachers and paraprofessionals/Admin (Sp Ed Coordinator)	Michele Kaban provided: Special Education Accommodation, Documentation, IEP walkthrough and other.	11/01/2023	Completed
Teachers of K-8 grade	Team meeting approach to review and discuss data for both Gen Ed and Special Ed students. Discussion of necessary changes/plans for students to receive support.	09/27/2023	Completed
PK-12 Teachers	District PD: Review of Restraint/Seclusion, IEP binders, IEP process, accommodations vs. modifications, documentation.	08/30/2023	Completed
Selected K-12 Teachers/Admin	GSM Review (although training) Geralyn Kolar: Special Ed processes of identifying, interventions, accommodations, data review, how students receive services (inclusion/pull-out), time-frames	11/02/2023	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.

The District utilized the HISD flowchart for assessment decisions and will continue to do so. The District relies on an LEA Coordinator to review processes and IEP information for compliance. The District also relies on the HISD for professional development and updates from MDE.

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: **Ubly 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 Ubly Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	305	5	1.6
Mathematics	305	5	1.6
Science	121	0	0
Social Studies	121	0	0

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

Contributing Factors

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

Yes No

Select the option that applies:

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

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

Yes No

Please describe other justification:

Ubyly School District does not operate a center based program for students with significant 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)	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	318
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	10
Projected Participation Rate for 2024	3.1%

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 Ed Case Managers, Building Principals and Superintendent	A copy of the Alternative Assessment was given to all and discussed. Each case manager follows the flow chart and reviews data to ensure proper placement for testing.	09/20/2023	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