

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

## ISD Name: Lapeer 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 Lapeer ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
<b>English Language Arts</b>	5488	65	1.2
<b>Mathematics</b>	5491	65	1.2
<b>Science</b>	2335	24	1
<b>Social Studies</b>	2328	16	0.7

Data	Total
Number of member districts/PSAs including the ISD	7
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
03/10/2023	TA provided to all local district directors regarding March 2023 updates from MDE-OSE and review of student level data.
08/16/2023	Countywide SE Update will all special ed providers.
03/31/2023	Conference Call with Directors regarding Alternate Assessment participation Rate memo from MDE-OSE.
11/17/2023	Special Ed Admin Meeting - Local directors provided with printouts of all students recommended for Alternate Assessment to review.

**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
Lapeer Community Schools	03/10/2023	Review of specific students identified by MDE as high risk
Almont Community Schools	03/10/2023	Review of specific students identified by MDE as high risk

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?

*Tier II/III Local District Intervention:*

*Overall LCISD has decreased the percentage of students administered an alternate assessment each year. The projected participation rate for 2024 is: 1.1% countywide.*

*Here are specific comments relative to the other 2 districts that have assessment participation over 1% (Tier 2):*

*Almont:*

- Reduced Total Percentage of MI-Access ELA from 2.1% in 2022 to 1.7% in 2023.*
- Estimated rate of 2.0% for 2024. Several move-in students this year (30) with significant disabilities.*
- Both students from Almont that the UIC was shared due to multiple risk factors in the follow-up report have had their IEPs amended and are taking the general assessment.*

*Lapeer*

- UIC identified in 1% Waiver Feedback, 9762711097 (Eligible CI, Resource Room) has since had state assessment identified as no alternate (M-STEP). UIC 97920225479 invalid UIC for Lapeer.*
- Lapeer is estimating a reduction in the 1% rate to 1.4% for Spring 2024.*

*North Branch (Tier 1)*

- While North Branch had a slight increase in number of students (still under 1%), they are back down to an estimate of 0.5% for Spring 2014.*

## 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: Lapeer 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 Lapeer ISD:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	9	9	100
Mathematics	8	8	100
Science	2	2	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.

<b>Assessment Data Table</b>	<b>Number</b>
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	9
Total Number of students tested with MI-Access in grades 3-8 and 11.	9
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).	9
<b>Adjusted Total</b>	0
<b>Adjusted Participation Number</b>	0
<b>Adjusted Rate</b>	0%

## 2024 Projected Participation Rate

<b>Projected Participation Rate 2023</b>	<b>Number</b>
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	0.3%%

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

<b>Projected Participation Rate 2024</b>	<b>Number</b>
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	10
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	10
<b>Projected Participation Rate for 2024</b>	100%

## Local Plan

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

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

Yes  No

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

Yes  No

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

Yes  No

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

Yes  No

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

Audience	Topics and Method of Training	Date	Planned/Completed
Special Ed Admin	Reviewed student-level data and guidelines/	11/24/2023	Completed

## Resources and Technical Assistance

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

Yes  No

## Assurances

Please provide the following assurances.

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

Yes  No

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

Yes  No

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

Yes  No



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

## Member District: **Almont 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 Almont Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	705	12	1.7
Mathematics	705	12	1.7
Science	302	8	2.6
Social Studies	300	6	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

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

<b>Assessment Data Table</b>	<b>Number</b>
Total number of students taking spring summative assessments in grade 3-8 and 11 only (M-STEP + PSAT Grade 8 + SAT + MI-Access).	705
Total Number of students tested with MI-Access in grades 3-8 and 11.	15
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).	7
<b>Adjusted Total</b>	698
<b>Adjusted Participation Number</b>	8
<b>Adjusted Rate</b>	1.1%

Please describe other justification:

*Almont Community Schools continues to reduce the percentage of students administered an alternate assessment. In 2023, Almont Community Schools had 2.1% of students administered an alternate assessment. In 2022, Almont Community Schools had 2.5% were administered an alternate assessment. In 2021, 2.9% were administered an alternate assessment. The District continues to carefully review each and every student recommended for an alternate assessment to ensure the IEP team decisions are appropriate based on the guidance documents provided from the MDE.*

## 2024 Projected Participation Rate

<b>Projected Participation Rate 2023</b>	<b>Number</b>
<b>District's Projected Participation Rate for 2023 (per the response on the 2022 alternate assessment projected participation form)</b>	2.1%%

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

<b>Projected Participation Rate 2024</b>	<b>Number</b>
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	763
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	15
<b>Projected Participation Rate for 2024</b>	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 staff	PD on alternate assessments	08/16/2023	Completed
Special education staff	Email reminder of alternate assessments	08/29/2023	Completed
Special Education staff	Email of Alternate assesment videos and MDE guidance	10/26/2023	Completed
EI special education teacher	Email of MDE guidance for Alternate Assessments	01/31/2023	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: Lapeer 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 Lapeer Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	2166	34	1.6
Mathematics	2168	35	1.6
Science	990	8	0.8
Social Studies	988	5	0.5

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

Please describe other justification:

- ***For LCS, we have students who are eligible and/or function with significant cognitive delays that require modified curriculums in some or all content areas. The district provides opportunities for inclusion programs for students with disabilities and self-contained programs for students who function in the mild/moderate range for academics.***
- ***LCS IEP team must take into account other disability areas where the student may also have a different eligibility area and also have a significant cognitive impairment that meets the alternate assessment guidance document.***
- ***The role of the LCS IEP team is to determine which assessment a student should take.***
- ***When considering an alternative assessment, our LCS IEP teams utilize the MDE Alternative Assessment Guidance Documents to determine the assessment path annually.***
- ***If a student has or functions with a significant cognitive impairment and does not require English Language Proficiency assessments, the team considers the student's instruction and alignment to the general content standards and alternative content standards.***
- ***For each content area consideration must be considered independently with respect to the general context standards or alternate content standards.***
- ***In order to consider MI-Access, the LCS teams consider essential elements for ELA and math, the extended grade level content expectations for 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)	1.9%%

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	2264
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	32
<b>Projected Participation Rate for 2024</b>	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 Casemanagers	On September 6, 20, and 27 and October 11, 18, and 25, the district conducted professional development on IEP Writing Guidelines, Determining District/State Assessments (Including Alternative Assessments and Determining Course of Study for students working toward a Diploma vs Certificate.	10/25/2023	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 Branch Area 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 North Branch Area Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1178	9	0.8
Mathematics	1180	9	0.8
Science	475	6	1.3
Social Studies	474	5	1.1

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

## Contributing Factors

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

Yes  No

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

Yes  No

Please describe other justification:

*The district has 2 programs (High School and Middle School) for students who have cognitive impairments that are taught utilizing the State Essential Elements due to their cognitive impairments. IEP teams review progress on prior year tests and evaluate the need for alternative assessment each year for individual students.*

## 2024 Projected Participation Rate

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

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

Projected Participation Rate 2024	Number
Total number of students enrolled in grades 3, 4, 5, 6, 7, 8, 11 with or without an IEP	1279
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	6
<b>Projected Participation Rate for 2024</b>	0.5%

## 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	Professional development - In person. State Testing and Accommodations- Determining the appropriate test and accommodations for my students	02/17/2023	Completed
Special Education Teaching Staff	In person Professional Development Review of state testing and accommodations for students. Reviewed the use of the interactive decision making tool	08/16/2023	Completed
Special Education Teaching Staff	Professional Development - In person Review of student M-Step scores/ Provide updates and review 2023-2024 Guide to State Assessments.	01/15/2024	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