

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

ISD Name: Livingston ESA

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 Livingston ESA:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	12369	169	1.4
Mathematics	12355	165	1.3
Science	5309	72	1.4
Social Studies	5254	40	0.8

Data	Total
Number of member districts/PSAs including the ISD	10
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)	5

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
04/19/2023	All districts were provided with a list of schools that did not meet the 95% participation requirement along with facts shared by MDE.
03/15/2023	Activity with all district SE Directors related to 95% participation rate at countywide SE Directors meeting.
01/23/2023	Email communication with all district SE Directors, topic: Supports and Accommodations Guidance

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
Howell Public Schools	10/03/2023	Reviewed June 2023 action plan with district
Fowlerville Community Schools	01/19/2023	Follow up on action plan from Fall 2022 (decision-making guide review, policy/procedure review with district PD)
Howell Public Schools	10/10/2023	Follow up on action plan created in June 2023
Howell Public Schools	01/19/2023	Follow up on action plan from Fall 2022 (PD for SE teachers, data review, resources for building admin.)
Light of the World Academy	01/19/2023	Follow up on action plan from Fall 2022: PD.
Pinckney Community Schools	01/19/2023	Follow up on action plan from Fall 2022: Admin PD, related service staff PD, SE teachers PD
Howell Public Schools	03/03/2023	Communication and coordination of next steps for dispro activities.
Howell Public Schools	10/13/2023	Follow up to action plan created June 2023
Howell Public Schools	03/10/2023	Planning for MDE directed activities for dispro
Howell Public Schools	06/05/2023	Ed. Benefit Review with students in subgroup

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

The specific district/countywide feedback with suggestions that MDE provides is helpful. It would be great if it could come sooner in the school year versus later. The Ed. Benefit Review was a terrific activity to complete with the district which had a subgroup. However, that's assuming you have facilitated an EBR before. Additional guidance on this process and the expected documentation would be helpful. Thank you.

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: Livingston ESA

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 Livingston ESA:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	32	32	100
Mathematics	31	31	100
Science	12	12	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).	31
Total Number of students tested with MI-Access in grades 3-8 and 11.	31
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).	0
Adjusted Total	31
Adjusted Participation Number	31
Adjusted Rate	100%

Please describe other justification:

All students in Livingston Educational Service Agency's special education programs have moderate to severe cognitive impairments. These students need direct instruction and spend years learning skills that students in a general education master in one year or less. Besides teaching academics, teachers must teach the students how to communicate effectively and how to perform self help skills as well as daily living skills. Many of the students need hand over hand support when learning new skills. Prompting is used but diminishes as students start to understand/learn new skills and expectations, and that students can perform skills on their own or with little prompting.

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)	100%%

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	31
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	31
Projected Participation Rate for 2024	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
All Teachers	Ed Benefit Review, linking plaafp in the IEP to the goals, and data analysis	12/06/2023	Completed
All Teachers/related staff members	Review criteria for correct assessment based on current data (as of Jan. 10. 2024) Will work with class lists to check for correct assessment identification.	01/12/2024	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: Fowlerville 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 Fowlerville Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1310	17	1.3
Mathematics	1310	17	1.3
Science	546	13	2.4
Social Studies	537	6	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:

Although the district did not have below 500 students tested, as a small district we only assessed a little over 500 students in 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)	1.2%%

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	1300
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	13
Projected Participation Rate for 2024	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
All Special Education Teachers	MDE Assessment Selection Webinar was required for all special education teaching staff. All staff completed in January and February of 2023. Additionally, new special education teachers to the district will continue to be required to take the course.	01/20/2023	Completed
Identified Special Education Teachers	Director will schedule individual meetings with special education teacher identified in records review as needing support in determining the correct level of MiAccess for her students. All students in her classroom were correctly identified as needing an alternative assessment, however review of records show that student levels should be higher than identified.	01/12/2024	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: Howell 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 Howell Public Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	3490	52	1.5
Mathematics	3486	51	1.5
Science	1455	17	1.2
Social Studies	1449	16	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:

In both 2022 and 2023, the trend data indicates that the percentage of students taking MiAccess has decreased each year from the previous year (beginning in 2021).

It terms of disproportionality with our Economically Disadvantaged (ED) population, our percentages have increased with ED for both those taking MStep and those taking MiAccess. In Howell, our percentage of ED has increased overall.

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	3656
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	51
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
CI teachers	Information shared and conversation facilitated by assistant director of special education. Topics included MI Access, including the decision making tool.	01/12/2023	Completed
CI teachers and ancillary who support the programs	Information shared and conversation facilitated by assistant director of special education. Topics included LRE, inclusion and the decision making tool.	02/08/2023	Completed

Teacher consultants across all schools	Assistant director shared the decision making tool and answered any questions related to this tool. Also reviewed was process and data that is needed to refer students to the CI program.	02/16/2023	Completed
All administrators that support CI and Resource programs supporting our most complex students with ASD	Information shared and conversation facilitated by director of special education. Topics included inclusion, LRE, program evaluation and overall our continuum of programs and services	11/08/2023	Completed
All CI teachers in the district	Email was provided by assistant director of special education to share the interactive decision making tool and the MiAccess shared folder with other resources as well	01/12/2023	Completed
Director and Assistant director	This was a work day to pull and review data in preparation for the Ed Benefit review with ISD representative (Program Improvement and Accountability)	05/24/2023	Completed
Director, Assistant director and ISD rep	Completed an Ed Benefit review on students selected by MDE	06/05/2023	Completed
Assistant director and team involved in one student selected for review by MDE	An email was sent to the team expressing the need for updating testing as well as the improved development moving forward of the PLAAFP to support the decision for the students placement in a CI program. Asked for a REED to be completed	10/13/2023	Completed
Director of Special Educ and Curriculum director	Reviewed together trend data for our students, taking either MiAccess or MStep	12/05/2023	Completed
Directors and ISD rep	Reviewed actions taken above and other planned actions.	12/07/2023	Completed
Director of Special Education and Teacher Consultant at one school	Reviewed student data of a few students being referred to the CI program. Determined together two students needed REEDs in order to collect additional data.	12/05/2023	Completed
Director of Special Education and building special education team	Information sharing and discussion to be facilitated by the director around LRE, our continuum in Howell and the MI Access decision making tool	01/15/2024	Planned
Asst. Director of special education and CI teachers	Information sharing and discussion to be facilitated by the director around LRE, our continuum in Howell and the MI Access decision making tool	01/16/2024	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	Continue supported use of the decision making tool. Encourage additional data collected through the REED process in order to make decisions based on up to date data. Review scores obtained on state testing for those that took MiAccess and those that are being considered to take MiAccess. Continue to train teachers to use evidence based interventions for all students who need targeted intervention and/or specially designed instruction.
Math	Continue supported use of the decision making tool. Encourage additional data collected through the REED process in order to make decisions based on up to date data. Review scores obtained on state testing for those that took MiAccess and those that are being considered to take MiAccess. Continue to train teachers to use evidence based interventions for all students who need targeted intervention and/or specially designed instruction.

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: **Light of the World 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 Light of the World Academy:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	133	2	1.5
Mathematics	133	2	1.5
Science	42	1	2.4
Social Studies	42	1	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

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:

1. Team looked at progression of MiAccess scores for both students who were assessed.
2. Team held meeting to discuss IEP services reflective of Alternate Assessment qualifications and student cognitive functioning based on assessment data.
3. Team reviewed MDE resources for determination of Alternate Assessment vs. MSTEP.
4. Team discussed low enrollment numbers in relation to 1% cap

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	137
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	2
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
IEP team	Team utilized the assessment selection guidance decision making tool from MDE to determine if students should take the alternate assessment.	12/11/2023	Completed
Special Education Coordinator	Will participate in the Assessment Selection Guidance Training prior to Spring testing window.		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: Pinckney 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 Pinckney Community Schools:

Content Area	Total Tested	Alternate Tested	Spring 2023 Participation Rate
English Language Arts	1080	15	1.4
Mathematics	1080	15	1.4
Science	457	9	2
Social Studies	455	7	1.5

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:

IEP teams determine the most appropriate state assessment.

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)	1.2%%

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	1123
Total number of students whose IEPs designate MI-Access for state summative assessments in any content area	13
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	Annual SMORE Newsletter Resource/ Training.	03/13/2023	Completed
Special Education Teachers, General Education Teachers, Ancillary Staff, and District Administrators	Special Education HUB - Informational Resource where MI-ACCESS training materials are located (Written by MDE). This training Hub is accessible throughout the school year.	06/02/2023	Completed
Special Education Director	Local Director Review of District Data for 2023 Alternate Assessment Participation/ MI-ACCESS (Educational Environment, Course of Study, content areas, General content standards/ Alternate Content Standards, teacher/ building data rates).	11/28/2023	Completed
Special Education Director and Technical Assistance from the ISD	Local Director and ISD Technical Assistance Review of District Data for 2023 Alternate Assessment Participation (Educational Environment, Course of Study, content areas, General content standards/ Alternate Content Standards, teacher/ building data rates, Disability).	12/05/2023	Completed
Special Education Teaches, Ancillary Staff, and District Administrators	Annual SMORE Newsletter (To Include: MDE-created Resources and information regarding MI-ACCESS participation).	03/01/2024	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